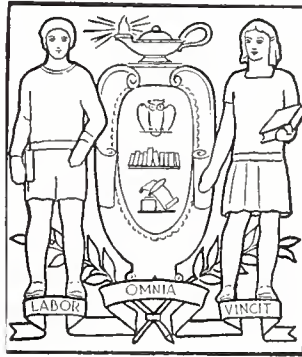


Pennsylvania Curriculum Studies

Home Economics Education



Suggestions for Developing
Programs and Course of Study Material
in Homemaking

BULLETIN 103

Commonwealth of Pennsylvania
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Editor

FOREWORD

TO LIVE the good life requires an adjusted individual, living happily with one's family and working harmoniously with people. Because life has become complicated and exacting, people are finding it difficult to adjust themselves so that they can meet these conditions satisfactorily. Consequently the need for training in home living has come to be recognized as a necessary part of our program of education. There was a time when this training was considered necessary for only girls. Present day professions and industries require many to participate in the world's work. The home is affected, women's work revised, their attitudes toward home life and its members changed. There is a demand for preparation for "worthy home membership" which will reach boys and girls, men and women.

This present bulletin has been prepared with a desire to help school administrators and teachers in analyzing their community and school situations, and to guide them in organizing desirable programs in homemaking education to meet the needs of both youth and adults. It is hoped that these suggestions will aid school officials in meeting the demands of their communities for ways and means to develop successful family living which contributes to a fuller and more satisfying personal and community life.

LESTER K. ADE

Superintendent of Public Instruction

December 15, 1935.

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Pennsylvania's Program in Home Economics Education

HOME ECONOMICS EDUCATION, recognizing that social and economic conditions necessitate preparation for family and community life under changing conditions, is assisting in the development and practice of new patterns in family and community life through revised curricula and suitable contacts with the home and agencies concerned with its maintenance and betterment.

The present program is attempting to organize home economics education to emphasize homemaking as a vocation, to show its relation to leisure time activities and its possibilities in developing for girls and women, vocations closely allied to homemaking.

1. HOMEMAKING A VOCATION

Emphasis is placed on personal, family, and community relationships, child development, efficient management of income and desirable consumer needs. Courses in homemaking are no longer confined to cooking and sewing but cover a wide range of activities to related home and family life.

It is in keeping with the needs of youth to offer courses in home relations for all boys and girls in the senior high school. The way in which this is done will vary. Experimental programs are being attempted in many schools. The Department of Public Instruction is desirous of maintaining contact with all centers doing work in this field either as a part of homemaking, or in relation to social studies, or other courses.

2. HOMEMAKING AND OTHER VOCATIONS

Attention should be focused upon the needs of helping girls to see possibilities in earning a living through certain courses offered as part of the homemaking program in the major fields of food, clothing, shelter, home improvement, and the care and training of children.

3. HOMEMAKING AND LEISURE TIME

A third aspect of the program in homemaking education dealing with wise use of leisure time and its consequent effect upon community life and people's participation in it, is the study of home crafts, beautifying the home grounds, a study of pictures, betterment of housing facilities and equipment, educating consumers, suitable entertainment for children, a study of the desirable kinds of movies for youth, inexpensive ways of entertaining, and special studies on what constitutes the charm of the well managed home.

The nature of training in homemaking for successful home and community life makes impossible complete training at the secondary school

level. However, a desirable foundation can be made in the ways indicated. Other services in the school can contribute to this goal in preparing youth to participate in home life by coordinating the homemaking service in the high school with courses in social studies, art, health, industrial art activities, and in the sciences such as biology, chemistry, general science and physics.

No attempt will be made in this bulletin to set up suggestions for the development of homemaking courses in its relation to other vocations. These suggestions will be organized in a separate bulletin.

Guiding Principles in the Field of Home Economics

Changing social conditions bring about new obligations and responsibilities on the part of the home and call for a readjustment of home and family life. Home economics education, in making its contribution to a more vital school program, will need to be integrated with other parts of the school's program, and also with the homes of the community as well as the lives of boys and girls. This can be done only where those responsible for developing the entire school program have knowledge of and are sensitive to the problems arising in the homes of the boys and girls and of the parents to be served.

Miss Ellen H. Richards, in her initial efforts to stimulate the field regarding home economics, said home economics stands for:

- “1. The ideal home life of today unhampered by the traditions of the past.
2. The utilization of all the resources of modern science to improve home life.
3. The freedom of the home from the dominance of things and their due subordination to ideals.
4. The simplicity in material surroundings which will most free the spirit for the more important and permanent interest of the home and of society.”

Education as conceived in Pennsylvania's program has for one of its primary purposes the personal development of the boys and girls, and men and women whom it serves. This being the case, home and family living problems, civic and social responsibility, and recreational interests should play a large part in determining the use of the school.

The importance of the family as a social unit makes it necessary that the individual learn to live successfully as a member of a family group. The better development of the community and society in general will come only when there is developed a group of youth integrated within itself and further integrated into family life so that youth may be oriented into larger social problems.

Today the individual finds himself surrounded by many conflicting forces which impinge upon him. Many of the things which he learns in school are entirely contrary to beliefs and sometimes the superstitions which have grown up in the home and in the family. The child is also confronted with many situations which, in themselves, tend to develop imposing types of personalities. He finds the school giving concrete evidence relative to disease and the means of disease prevention, and the members of his family as well as the members of the community

ignoring and opposing health measures; he finds a demand for obedience to those to whom he is responsible and yet he finds these same individuals ignoring and violating the very laws of the nation, the state, and the community; he is impressed with the fact that teachers give emphasis to the value of initiative and independence and at the same time prevent pupil initiative by requiring rigid adherence and acceptance of teacher decision; he finds one set of standards in the community relative to sex relationships and home relationships. When he returns to his home he finds violations of these standards.

It is in the family that the highest realization of sex impulses and sex ideals are realized. Since it is in the family that there is greatest protection and the development of finer qualities of affection, the study of mental hygiene and human relationships becomes extremely important; the family is the unit for the guidance of children and youth, and consequently the larger implications of these functions require attention within the school program.

Within the family all of the forces which are working to change and develop our social structure are in some way related. It becomes essential, therefore, that to bring about intelligent, wholesome family life that a consideration of these larger implications will be necessary.

All of these matters must be taken into consideration in developing a program of home economics which will meet the needs of modern youth.

In establishing the program of home economics for the schools, the following principles will serve as a guide:

1. *Importance of the family* as a biological, social, and economic unit in society requires that educational programs be developed which will make for more intelligent, wholesome and happy family life.
2. *Educational programs* that are adequate will equip young people with the skills, understanding and appreciation necessary to develop wholesome personalities and to participate successfully in family and community life.
3. *Development* of an adequate program of education, the present resources of the individual, the family and the community should be utilized to provide means for the satisfaction of needs, the development of interests, and the using of capacities in attaining the objectives set up as most worthwhile in personal living, home and family life.
4. *Organization* of school programs to meet the needs of young people in relation to homemaking and family life should be explored by administrators and curriculum makers, and the results of scientific experiments in this field utilized in developing new courses, and in reorganizing present programs and courses.
5. *Home economics activity* provides a means whereby the needs, interests and talents of individual pupils can be discovered and satisfied.
6. *Enterprises* which provide opportunities for participation in successful home and family life should be encouraged in harmony with sound principles of learning.
7. *Specialists* in the field of homemaking education are prepared to serve directly through classes and courses in homemaking and through efforts to integrate this field with science, social studies, art, industrial

art, health, and other fields; and through the organization of community activities intended to improve the home.

8. *Coordination and correlation* of departments within the school, and the mobilization of community agencies are essential to the development of a program which will insure concerted attack upon the problem of adequate preparation for successful family life.
9. *Opportunities* for continuing education in the form of extension and evening classes, discussion groups and other forms of extension activities are essential for a well rounded program of homemaking education.

Relation of Home Economics to Home, School, and Community

Homes are indicators of community standards and reactions just as a child's behavior is the reflection of his parents and their attitudes. One reflection gives the picture of the other showing deficiencies in home life and training. Certain conclusions gleaned from recent studies and experience show how homes and communities reveal particular problems for home economics to undertake. These facts point to the necessity of the home economics service having a definite social obligation to meet in establishing a close relation between the school and the home if communities are to profit by it.

They point, also, to the necessity of teachers having an intimate knowledge of the homes in a community as well as resources of a community as essentials in building programs in home economics education. Such information will help, also, in the solution of problems which home economics teachers meet.

GENERAL FACTORS TO BE CONSIDERED

1. Predominating industries. These influence:
 - a. The financial status of the people
 - b. The standards of living and social activities
 - c. The kind of family life
 - d. The interests of the people
 - e. Their home activities
 - f. The choice of vocations for young people
 - g. The educational demands for young people
2. Communities with the same predominating industries.
3. Types of families and their practices.
4. Home hazards.

A STUDY IN A WESTERN STATE

A study of the home and family situation in a western state revealed the following facts:

1. Teachers and supervisors need to know local conditions and customs, yet bear in mind that pupils should be prepared to meet new situations as well as present ones, also to make the most of situations in which

they live now or will live in the future. This fact was revealed by the finding that the size of a community does affect many community and home conditions and certain family practices and interests while others are more universal.

2. Teachers should recognize when planning class room and home work that every community has several occupations and, therefore, varying incomes.
3. Teachers need to know the parentage of their pupils as this may be a factor affecting certain family relations and customs.
4. Schools need to stimulate greater interest on the part of parents in giving regular allowances that girls may be taught to plan better for expenditures and savings.
5. Studies need to be made to determine what effect, if any, the nature of the father's occupation has upon family relationships. The nature of business is a result of the degree of education or training and this may be the influencing factor. Also, amount and regularity of income is dependent upon nature of occupation. Economic status has been found to be a factor influencing harmony and effectiveness of family life.

FAMILIES OF FOREIGN BACKGROUNDS

Experience with families with foreign backgrounds indicates that they need help on the following problems:

1. How to live within their incomes and to balance a budget.
2. How to balance their meals for the family and the particular nutrition needs of children.
3. Understanding children and factors of importance in their training.
4. How to select clothing.
5. How to avoid misunderstandings frequently arising from incompatibility of parents and children. Such misunderstandings, often leading to commitment of children to the juvenile court, are due in part to a lack of understanding of social customs of foreign people and in part to language difficulties. Children reared in America speak English and the mother, with a foreign background, does not.

In meeting the problems of parents of foreign backgrounds, teachers should undertake instruction only in the fields of work for which they have been specially trained and refer other problems not in their immediate field to the proper source of social agency.

HOME HAZARDS

Responsibilities in regard to safety education.

Approximately 4,800,000 non-fatal injuries occurred in homes in 1934. The resulting wage losses, medical and other costs of all home accidents totaled about \$600,000,000.

The major causes of home accidents are falls, conflagrations, burns and explosions, poisoning, suffocation, absorption of poisonous gas, and firearms.

Falls are the most common of home accidents.

1. Falls

Causes—physical condition, high places, slippery surfaces.

2. Burns and conflagrations

Carelessness in the way matches are kept, defective flues and chimneys, stoves and furnaces, disposition of papers, oily rags, and other flammable rubbish.

Burns are particularly deadly to children under five.

3. Poisoning

Carelessness in placing medical supplies and in failure to mark poisonous substances, keeping dangerous liquids out of the reach of small children, informing members of family in regard to poisonous plants and animals native to one's section.

4. Absorption of poisonous gases

Keeping garage doors and windows open when working on the automobile with the engine running, seeing that gas cocks and burners are in good condition and that proper vents are provided for all gas stoves and heaters.

5. Paying special attention to the condition of electrical equipment, including lights and wiring, used in home. (All wiring should be inspected by some one with knowledge of electricity. Repairs should be made promptly by experienced electrician.)

Home Projects

A project is a piece of work carried on in the home by the girl, planned in cooperation with the pupil, the teacher, and the mother, to parallel class instruction in home economics. It is an extension of school instruction into the home which benefits the community. It is characterized by a series of jobs which develop skill in management and opportunity to gain judgment and knowledge in solving a new problem.

Its purpose is to give experiences of a social character and to provide means by which pupils determine their development.

The essentials for organization and success are teacher interest, pupil interest and responsibility, cooperation of mother, knowledge of pupils, their interests and home responsibilities, knowledge of homes, acquaintance of teacher with parents and community.

During the school year 1933-34, 9,627 girls carried 14,731 projects under the direction of 222 teachers, covering various home activities in the care of clothes, child development, clothing for the family, family relationships, foods and nutrition, home care of the sick, home management, home planning and furnishing, leisure activities, personal living and relationships, related art and related science.

UNUSUAL HOME PROJECTS

<i>Project</i>	<i>Hours Weeks</i>	
Interpreting home economics to community (public relations)	45	36
Complete charge of home (management)	45	8
Developing pleasing personality (personal living)	45	22
Caring for my three nieces (child development)	36	4
Keeping house while mother is in hospital (management)	33	3
Care of clothing for family of 7 (care of clothing)	54	9
Home management problems in home economics cottage for one month (management)		4
Taking complete care of home, including care of six brothers and sisters since death of mother (management)	450	17
Introducing new foods into meals at reasonable cost (meal planning and buying)	37	19
Controlling my temper at home (personal development) ..	100	14
A study of the cost of fruits and vegetables in various types of stores (consumer education)		4
Care of invalid (home care of sick)	33	7

Mothers' Comments

Improvements have been made in capabilities and attitudes toward work, children and the home. It is difficult to express what these projects have accomplished in development of the character of participating girls. Their whole attitude toward responsibilities in the home and toward the family has been greatly improved. The parents' regrets seem to be that the same opportunities were not afforded them.

Teachers' comments concerning projects include:

Bring home and family problems to the school for discussion and solution, thus strengthening school and home ties.

Teach girls self-reliance and develop desire to assume as well as enjoy responsibility.

Develop skills of girls in management of people and work.

Develop marked improvement in general school work.

Encourage girls to compare with each other their methods of work.

Discover abilities girls were not conscious of before.

Stimulate new interest in girls.

Develop progress faster along the lines in which they are most interested.

Give mothers an insight into newer ideas of homemaking and encourage their cooperation.

Interest parents to give girls more responsibility in the home.

Encourage mothers to seek counsel from the teacher on personal problems.

Help the foreign-born mothers to understand American standards of health, food, nutrition, and child training.

Foster feeling of the teacher, pupil, and parent, being a family.

Acquaint the teacher with the real girl so that personal problems are better understood.

Show weaknesses in teaching.

Strengthen teacher's belief in projects because of the interest in them by parents and help received from them by the home.

Suggestions for Teachers

The home economics program will be of continuous service to individuals and communities if teachers will use a variety of devices to glean information and keep their work before the public.

To acquire a thorough acquaintance of home and community resources takes time. Some suggestions for developing this acquaintance include:

1. Informal visits made to the home by the teacher for they will better acquaint the teacher with the parents and the environment of pupils.
2. Agencies and individuals in the community consulted for information which will help in the interpretation of the best needs of pupils.
3. Homemakers encouraged to send their problems to the teacher and to offer suggestions for improving home economics courses in the school.
4. Pupils encouraged to bring their own problems to the teacher.
5. Girls and boys encouraged to keep diaries.
6. Development of a personality study of high school girls and boys and a rating card and chart to show improvement in behavior.
(List 12 important character traits, keep card for every girl in class, show graph of class development with standard curve.)
7. Exhibiting results of school projects or organizing tours to see completed home projects should be encouraged.
8. Teachers becoming familiar with content of other subjects in the curriculum closely allied to home economics subjects so that overlapping may be avoided and integration better attained.
9. Teachers cooperating with the guidance counselor so that girls needing instruction in homemaking may be made interested in it.
10. Records kept over a period of years of home economics graduates to determine the effectiveness of instruction in their lives.
11. Data gathered on home accidents by nation, state, city, and, if possible, school district.
12. Data tabulated on all home accidents, graphs and exhibit prepared on bulletin board.
13. Visiting nurse consulted on home conditions and arrangements made for her to visit school and discuss home conditions before selected classes.
14. School kitchens inspection arranged for, and safety rules in force studied.

Instruction for home and family life in its very essentials, calls for cooperation in the classroom, in the laboratory, in the home, and in the community. This is especially needed where projects are conducted through the joint efforts of pupils, parent, and teacher. Improved abilities, increased interest, changed attitudes, new points of view, will bring about more desirable conduct which is becoming increasingly important in the development of adjusted individuals for wholesome living.

Organization of Home Economics Programs

Organizing a suitable program in homemaking education requires a careful analysis of present needs, interests, abilities and goals of girls, of boys, and of adults.

Experience in working with girls has shown that they may be considered in four groups. The groups will comprise:

1. Those who stay in school only as long as the law holds them; until sixteen years.
2. Those who complete high school for graduation.
3. Those who marry immediately, or possibly three to five years after graduation from high school.
4. Those who prepare for a career, deferring marriage until later in life.

While grouping according to objectives will make a difference in the kind of program organized to meet particular needs, fundamental factors should be considered in the training of all girls regardless of the differences in their aims. These must be given first consideration.

Programs for adult groups, particularly for women, will need to be organized for those who are homemakers and wish specific help in their home problems and those who are interested in various phases of the training from an avocational standpoint. Again, these goals will make a decided difference in the type of program that is organized. Recent studies emphasize the importance of basic needs for all women, regardless of what they do or aim to be.

It has been estimated that 28,400,000 women out of 42,800,000 are homemakers. The homemakers represent two-thirds of the total number of women in the country. Again, it is estimated that 85 per cent of the spending for retail goods is done by women and that they are responsible for spending 42½ per cent of the total national income. These statements are indicators of the need for common information which should be available to all women regardless of what they are doing. The modern homemaker needs to be an intelligent consumer and able to resist high-pressure salesmanship.

Programs for boys, based on studies that have been made of boys' interests, have been suggested in another part of the bulletin. It is possible that some of the work suggested may be organized for boys' groups alone and in other cases it will be more suitable to have the boys working with girls. A good deal depends upon the kind of teacher who handles the group.

HOME ECONOMICS AND ELEMENTARY EDUCATION

The presence of home economics as a subject on the elementary school level is a rapidly disappearing practice. Nevertheless, the function of home economics as a contributory factor in an integrated program on the elementary level, should be increasingly significant, in planning curriculums, activities, and programs of study.

In general, home economics on this level does not necessarily exist for its own purposes in terms of understandings, appreciations and skills, but primarily for the interpretation and the enrichment of meanings in the experiences of the various units of work in an activity program. Because of the positive interrelation of objectives of many of the social studies units and home economics, on this level, the introduction of home life content may become a vitalizing element in the unit activities.

Administrative and professional relationships for affecting these purposes may be provided through the home economics department, by one of its representatives. The responsibilities of the home economics representative may range from the provision of material pertinent to the home living activities of the units, to the performance of consultant and actual services. Material provided may consist of equipment, supplies, and reference. Services may be continuous and consciously planned, or intermittent, in response to requisitions.

Depending upon the organization within a school system, the home economics representative may function through a director of elementary education, in cooperation with an art supervisor, or industrial arts supervisor, or with teachers directly. To the extent that there are definite problems such as one pertaining to the state of nutrition of elementary pupils, the home economics representative may cooperate with the health director in formulating a constructive health program.

Curriculum material and suggested learning activities relative to home life experiences may function significantly in the development of units of work in the social studies which are centered about such interests as the home, the community, frontier life, early civilizations, or life in other lands.

If the theme of the social studies unit is focused upon the concept of interdependence, the purpose of the home life activities within the unit may be the development of some understanding of the interdependence of members of a family group for successful living in the home, or interdependence of home and community, or growing dependence of the home upon the outside world. If the theme of the social studies unit is focused upon the concept of man's control over nature, the purpose of the home life activities within the unit may be the development of some understanding of this control, (as evidenced in scientific inventions and discoveries) upon standards of living in homes. If the theme of the social studies unit is focused upon the concept of environmental adaptation, the purpose of the home life activities within the unit may be the development of some understanding of the tendency of the environment to determine differences in modes of home living.

Home life activities need not be drawn forcibly into the units. It is quite possible that the ordinary experiences of daily living which are relevant to the purposes of the unit will naturally become focal areas of interest for the clarification and enrichment of the meanings to be developed.

The activities should not be limited to manipulative processes of cooking and sewing. All types of learning activities—discussion, observation, dramatization, building, modeling, weaving, collecting, reading, recording, reporting, and excursions—may become significant in the interpretation of home life experiences.

If home economics curriculum material for the development of units is set up in advance, the selection of possible home life activities should necessarily reflect a functionally balanced emphasis upon various phases of home living, such as the social, the economic, the health, and the aesthetic. It is important that consideration be given to ability levels and pupil interests so that continued growth may ensue.

Home economics may exist for very definite purposes for those groups below junior high school level which include over-age or handicapped pupils. For the former, the purpose of home economics education is primarily to develop a better understanding and appreciation of home living; for the latter, to increase to the degree possible, satisfactory participation in present living. In either case the home economics representative may operate through the teacher of special groups. A functional program, based upon present experience and probable future needs, should be cooperatively formulated.

JUNIOR HIGH SCHOOL HOME ECONOMICS FOR BOYS AND GIRLS

Home economics education in the junior high school should be organized around the pupils' life activities. It seeks the development of appreciation of young people of their present share in homemaking and in their daily living. It utilizes activities which interest them naturally both in the home, in their work and play. This is done in part through food, clothing, child development and home care units in the school; in part by encouraging the pupils to participate in home work; and by organizing a plan for home work and recreation through the cooperative efforts of teacher, pupil and parent, tying the school and home interests together. Actual participation in homemaking activities promotes creative interests, aids in the discovery of special aptitudes, and provides an experimental background for the development of desirable attitudes, understandings and abilities.

The emphasis in these years is chiefly upon the experience of boys and girls in daily living, and the relation of these experiences to probable future problems. In this way, as one educator has stated, "the future mothers and fathers of the race are magnetized."

An analysis of pupils' interests shows a need to organize home economics programs beginning in the seventh year with units of work planned in terms of activities of immediate interest, with consideration for opportunities which lie beyond this level.

Growing out of the more personal interest of the seventh grade pupil, the work of the eighth year may be developed around problems of the pupils' homes. The work of the eighth year should build upon the work of the seventh year and lead from the personal life and interest emphasis into the family of which the pupil is a member.

The ninth year should be built upon the interests of the two preceding years, keeping in mind the pupils' interests and abilities. For pupils who are likely to leave school at the end of the junior high school, a year's course centered on homemaking problems should be offered as a requirement. The work should include units on home management,

child development, consumer buying, personal and family relationships, and nutrition. For pupils remaining in high school, the course may be elective.

GENERAL SUGGESTIONS

1. Seek information from P. T. A. and other community organizations as to interests and needs of pupils.
2. Plan program of work for the year and keep it adaptable.
3. Place emphasis on home economics as homemaking offered in short unit courses rather than semester courses in foods and clothing. Determine needs by pupil's diary (weekend) questionnaire, community study through home visiting by teacher, and have these needs determine the length of units.
4. Introduce some units on non-laboratory basis that can be taught with little or no equipment. These would increase the guidance value of home economics girls to solve their own problems.
5. Improve approaches in teaching by using case studies on the student's level.
6. Increase the use of concrete and visual materials in all class room teaching.
7. Substitute demonstrations for some work previously done as individual laboratory work. If possible, try out "exchange" plan with shop or art classes. This may make courses "intensive" units which will work out more satisfactorily in some high schools and provide a more comprehensive course. Experimentation in this type of organization should be encouraged.
8. Test for the measurement of growth in appreciation, improved attitudes, and ideals.

ORGANIZATION CHART FOR GENERAL HOME ECONOMICS PROGRAM
 Junior High School—Grades 7, 8, 9
 Suggestive Program in Homemaking Based on
 Two 60 Minute Periods Weekly with a Total of 72 Periods Per Year
Grade 7

Units of Work	Aspects to be Considered	Suggested Time Distribution	
		No. Lessons	No. Weeks
Clothing—Construction and Care	Suitable clothing	3	6
	Color for different types	2	
	Care of clothing	4	
	A model clothes closet	3	
		(12)	
House Care	The bedroom	5	8
	Care of the bathroom	2	
	A work plan	5	
	Kitchen helps	4	
		(16)	
Foods and Health	Selecting school lunches	5	10
	Preparing the picnic lunch	2	
	Preparation of tasty meals	5	
	Neatness in serving	3	
	Good health and food habits	5	
		(20)	
Personal Living	Good manners	4	12
	Careful grooming	3	
	Gracious conversation	6	
	Taste in dress	5	
	Being a friend	3	
	Fitting into the family	3	
		(24)	

Suggestive Program In Homemaking Based on Two to
 Three 60 Minute Periods Weekly with 72 to 108 Periods Per Year
Grade 8

Units of Work	Aspects to be Considered	Suggested Time Distribution	
		No. Lessons	No. Weeks
Personal Living	A well rounded personality	2	8
	The companions	4	
	Sharing responsibilities in the family	4	
	Allowances	2	
	Leisure time	4	
		(16) (24)	
Food—Planning and Preparing Meals	Attractive breakfasts	3	9
	Attractive luncheons	2	
	Attractive suppers	3	
	Attractive one-dish meals	4	
	The school lunch	6	
		(18) (27)	
Clothing—Planning, Selecting, Care and Construction	The school pupils' needs	2	10
	Suitable colors and materials	4	
	Good taste in accessories	3	
	Care of clothes (laundering, etc.)	5	
	Remodeling attractive clothes	6	
		(20) (30)	
Personal and Family Health	The medicine chest	2	9
	First aid in emergencies	3	
	Minor illnesses	4	
	Hygiene of the sick room	4	
	Household emergencies	2	
	Food for the ill and convalescent (including health and care of the young child)	3	
		(18) (27)	

Suggestive One Year Program in Homemaking Based on Five
60 Minute Periods Weekly for 36 Weeks, Total of 180 Lessons¹

1 Unit of Credit

Grade 9

Units of Work	Aspects to be Considered	Suggested Time Distribution	
		No. Lessons	No. Weeks
The Family and Home ²	Attractive surroundings and their influence	6	9
Orientation course for boys and girls	Personal and household management	5	
	Good buying practices, or consumer interests	5	
	Desirable health habits—mental and physical	3	
	Nutrition essentials	5	
	Social, personal and family relationships	8	
	Occupations for girls and boys	5	
	Leisure time activities—hobbies	4	
	Clothes and their effect on health and behavior	4	
		(45)	
Household mechanics for girls, stressing economy, safety, possibilities in hobbies and vocational opportunities ³	Home kit of tools and equipment	3	9
	Electricity and its uses—household equipment, radio, lights	8	
	Materials used in remodeling	10	
	Painting for protection and decoration	5	
	General repairs—water supply and waste, heating and ventilation, use and care of autos	10	
	Safety precautions	5	
	Wood and metal surfaces—care and use	4	
		(45)	
Making the most of yourself	Everyday food habits—balanced meals	8	9
	Making and keeping friends	8	
	Developing a pleasing personality—grooming, voice and bearing	10	
	Management of time, money and energy in the family	11	
	Selection of clothing	8	
		(45)	
Child Development	Food and eating habits for the young child	6	9
	Clothing, self help, dressing habits	6	
	Developing the personality of the young child	10	
	Children's books, play and play materials	16	
	Adapting the home to the young child	7	
		(45)	

¹ For classes meeting fewer than five times a week, a selection of units will be necessary.² This unit to be offered for boys or girls, boys in particular, and taught by the home economics teacher.³ This unit may be offered for girls especially and taught by the industrial arts teacher.

SENIOR HIGH SCHOOL

Following the elementary and the basic courses in the junior high school, there should be available a home economics curriculum organized on either a general or a vocational basis, depending upon the interests, needs, ability and aptitudes of the pupils. It may be desirable in many schools to offer certain courses in addition to those in the home economics curriculum to meet the needs of commercial pupils, college preparatory pupils, and boys and girls enrolled in general high school courses.

The general home economics curriculum may be organized on a one, two, three, or four year basis. From two to six credits, out of a total of sixteen credits toward graduation, should be encouraged in the field of home economics. Suggestive distributions of credit are indicated in the following table. A detailed explanation of home economics credit toward graduation appears elsewhere in this bulletin.

NUMBER CREDITS WHICH MAY BE OFFERED UNDER VARIOUS TYPE PROGRAMS

	Type 1	Type 2	Type 3	Type 4	Type 5	Type 6	Type 7	Type 8	Type 9	Type 10
1st year, 9th grade		2	1	1	2					2
2d year, 10th grade		2	1	1	2	2	2	1		
3d year, 11th grade	2		1	2	$\frac{1}{2}$	1	2	1	2	
4th year, 12th grade	2		1	2	$\frac{1}{2}$	1	2	2	2	

GENERAL HOME ECONOMICS CURRICULUM

The general home economics curriculum should provide a well-rounded training in homemaking, including foods and nutrition; meal planning, preparation and service; clothing, selection, repair, construction and design; child development; home decoration; home management; personal and family relationships; income and spending; and personality development. Additional suggestions for organizing a homemaking program may be found in the section on vocational home economics programs. The bibliography on pages 59 to 64 also describes studies setting forth desirable courses in the field of general home economics.

REQUIRED AND ELECTIVE UNIT COURSES

For those pupils not enrolled in a home economics curriculum, unit courses should be available. These courses should be available to boys as well as girls in personality development; social customs; earning and spending; clothing design, selection, care and construction; foods and nutrition; home planning and furnishing; and home relationships.

HOME PRACTICE

To be effective home economics instruction must function in daily living. Hence it is desirable that a carefully planned home practice program be organized in cooperation with the parents of pupils enrolled in general home economics classes. To do this effectively, teachers should become familiar with the homes of the pupils. Home practice usually involves one job, repeating a problem so that manipulative skill is developed and opportunity provided for the gaining of a better technique in work. These home contacts, together with records of the school nurse, home visitor, and social worker, will give a picture of home needs.

Vocational Home Economics Curriculum

In cooperation with the United States Office of Education, vocational home economics curriculums are organized in many high schools throughout the State to meet the needs of rural and urban high school girls who are interested in the vocation of homemaking. These curriculums are known as Vocational Home Economics Program I, based on the standards set up in the Smith-Hughes law (half day arranged for home economics and related courses); Program II, George-Ellzey, based on a minimum of sixty minutes daily arranged for home economics and one period daily to related courses; and Program III, George-Ellzey, based on a minimum of 90 minutes daily to class instruction in home eco-

nomics. Each of these programs, including home projects requiring from 30 to 135 hours per year, are open to girls fourteen years of age and over. Program I, may be organized on a one, two, three or four year basis; Program II and III on a two, three or four year basis. In some schools, a one year Smith-Hughes program may be desirable. However, a two, three, or four year program provides a better opportunity to meet the daily needs of pupils.

The following summary of the curriculums shows a comparison of Program I, II and III in relation to home economics subjects, related subjects, and home project time for the pupil as well as time for individual and group conferences on the teacher's schedule. The programs are organized on the State Plan for Vocational Home Economics based upon the Smith-Hughes Act (1917) and on the George-Reed Act (1929) which has been superseded recently by the George-Ellzey Act (1934).

SUMMARY OF TYPE CURRICULUMS IN VOCATIONAL HOME ECONOMICS

Type of Curriculum	Home Economics Subjects	Related Subjects (Science and Art)	Home Projects (Pupil Time)	Home Projects (Teacher Time)
Based on Program I 1, 2, 3 or 4 years	5 hour day Minimum 90 minutes daily 450 minutes weekly 6 hour day Minimum 120 minutes daily, or 600 minutes weekly	5 hour day Maximum 60 minutes daily 300 minutes weekly 6 hour day Maximum 60 minutes daily 300 minutes weekly	Minimum of 30 hours per year	Maximum of 30 minutes daily of class-time may be used for organizing and checking home projects
Based on Program II 2 consecutive years	1 period daily Minimum, 60 minutes	1 period daily Art and science alternate in first and second years Taught in segregated classes	45 hours per year or 75 minutes per week In 2 phases of home economics	3 to 5 periods per week to be included in teacher's schedule
Based on Program III 2 consecutive years	1 period daily Minimum, 90 minutes	Taught in unsegregated classes	1st year—90 hours, or 150 minutes per week, and 2d year—135 hours, or 275 minutes per week In 3 phases of home economics	5 periods per week Teacher may be employed for an additional month or two to carry the home project program through the summer

A recent interpretation of policies based upon the George-Ellzey Act by the United States Office of Education provides for meeting difficulties which sometimes arise in segregating groups for the related science and art work, especially where these classes are taught by the regular science and art teachers rather than by the home economics teachers. These interpretations as they apply to the day school program are:

HOME ECONOMICS SUBJECTS

Program I—Program I corresponds to the program for day schools found in present state plans. Home economics, with home projects and related work, required for half-day.

Program II—A double period daily in schools where the schedule provides for school periods of 40 or 45 minutes. A single period daily in schools where the schedule provides for school periods of 60 minutes

or above. It is strongly recommended that in addition, for either of the above, at least three periods a week be provided on the teacher's schedule for individual and group conferences with pupils on home practice and home projects.¹

Program III—Double periods daily, with a minimum of 90 minutes.² In addition, at least five periods a week scheduled for individual and group conferences with pupils on home projects.

RELATED SUBJECTS (Science and Art)

Program I—Program I corresponds to the program for day schools found in present state plans. Related subjects, with home economics and home projects, required for half day.

Program II—A single school period daily in segregated classes in the case of either schedule.³ These classes may be taught by either the home economics teacher or the regular science and art teacher. If the latter, there must be close cooperation between the home economics teacher and related subjects teacher (science and art) in order to maintain close correlation of home economics subjects and related subjects.

Program III—Science and art preceding, paralleling, or following home economics subjects, and as closely correlated with them as possible.

HOME PROJECTS

Program I—Program I corresponds to the program for day schools found in present state plans. Home projects are required as a part of the program.

Program II—It is strongly recommended that in the first year a minimum of 15 minutes daily ($1\frac{1}{2}$ hours per week or 45 hours per year in a 9 months school), be given to home practice and the same amount of time in the second year to at least two properly planned and supervised home projects carried to completion in two phases of home economics.⁴ This is in addition to the home economics subjects and related subjects. At least three periods a week should be provided on the teacher's schedule for individual and group conferences with pupil on home practice and home projects.

Program III—In the first year a minimum average of 30 minutes daily ($2\frac{1}{2}$ hours per week or 90 hours per year in a 9 months school), to at least three properly planned and supervised home projects carried to completion in not less than three phases of home economics, and in the second year a minimum of 45 minutes daily ($3\frac{3}{4}$ hours per week or 135 hours per year in a 9 months school), to at least four properly planned

¹ If related subject classes are non-segregated, these recommendations become requirements.

² Where the school period is 60 minutes and the program continues in sequence for three years, the time devoted to home economics may be 60 minutes daily. In this case the home project provisions for the third year are the same as those set up for the second year, under Home Projects.

³ When the related subjects are too small for segregation, but at least 50 per cent of those enrolled in such classes are also enrolled in vocational classes, non-segregation without reimbursement for the related work may be approved. Special provisions as outlined in the following section must be observed when these classes are taught by the regular science and art teachers.

⁴ If related subjects classes are non-segregated, these recommendations become requirements.

and supervised home projects, carried to completion in not less than three phases of home economics. This in addition to the home economics subjects. At least 5 periods a week shall be provided on the teacher's schedule for individual group conferences on home projects. It is strongly recommended in Program III that the home economics teacher be employed for at least one month longer than the regular school year in order to supervise home projects.

Adapted from Interpretations of Policies Based Upon the George-Ellzey Act in Its Application to the Day School Program in Home Economics, Office of Education, United States Department of the Interior, Washington, D. C.

PROVISIONS TO BE OBSERVED FOR RELATED SCIENCE AND ART WHICH
ARE TAUGHT BY OTHER THAN HOME ECONOMICS
TEACHERS IN NON-SEGREGATED CLASSES

The courses of study in related science and related art will be worked out respectively by the teacher of each of these subjects, together with the home economics teacher. Suggestions for such courses may be secured from the Department of Public Instruction.

A district or county program should be developed for working with the teachers (home economics, science, and art) in each locality in order to insure effective content and method. Such means as the following will be utilized in the development of this program:

1. Joint conferences of the home economics teachers and science or art teachers for the purpose of planning programs, developing activities, relating courses, and developing plans for evaluating results.
2. Conferences of the local teachers of these subjects with representatives of the department at the time the department representatives visit the schools.
3. The home economics teacher will use in both classroom instruction and in home projects the fundamental principles developed in these courses and she will transmit to the teachers of science and art those problems which come to her attention through class and home project work for which an understanding of science and art is necessary. It therefore becomes her responsibility to familiarize herself with what is being taught in related subjects classes, and to plan her work so that the pupils will have frequent need and opportunity to make applications of science and art.
4. Committees of home economics and science and art teachers should be organized to develop and check related teaching materials in these fields, wherever curriculum programs are undertaken.
5. Science and art teachers will assume a similar responsibility in keeping informed as to the goals in homemaking and in making the home economics teacher familiar with accomplishments in their courses.

Cooperative investigation should be made to determine the most effective means of strengthening the related science and art program. In order to make these programs most effective, measuring devices are needed which will enable us to determine the extent to which different goals are being attained with given procedures and content. It is hoped that several states may find it possible to assist in developing these measuring devices.

PROGRAM I

Suggestive courses organized on the Smith-Hughes basis for guides in organizing this type of a vocational program.

PROGRAM I—TYPE 1. ONE-YEAR COURSE

Vocational half-day arranged for practical and related subjects.

Based upon eight 40, 45 or six 60 minute periods per day in a 5 hour or a 6 hour school day.

First Semester						Second Semester					
Length of Period	5 hour day			6 hour day		5 hour day			6 hour day		Length of Period
	40	45	60	45	60	40	45	60	45	60	
Clothing — Selection, Construction and Care	8*	8*	4	8*	5	8*	8*	4	8*	5	Foods and Nutrition
House Care and Management	2*	2*	2	2*	2	2*	2*	4	2*	3	Home Planning and Furnishing
Personal Living	2*	2*	2	2*	3	3	3	2	4	3	Income and Spending
Child Development	3	2	2	2	2	3	3	2	3	2	Home Nursing
Related Art	4*	4*	3	2*	3	2*	2*	1	2*	2	Related Art
				2							

*To be organized to permit at least two consecutive periods for laboratory work.

PROGRAM I—TYPE 2. TWO-YEAR COURSE

Vocational half-day arranged for practical and related subjects.

Based upon eight 40, 45 or six 60 minute periods per day in a 5 hour or a 6 hour school day

FIRST YEAR						SECOND YEAR					
First Semester						Second Semester					
Length of Period	5 hour day			6 hour day		5 hour day			6 hour day		Length of Period
	40	45	60	45	60	40	45	60	45	60	
Clothing—Care and Construction	8*	6*	3	8*	5	8*	6*	3	8*	5	Foods and Nutrition
Child Development	2	2	2	2	2	2*	2*	2	2*	2	House and Its Care
Personal Living	2*	2*	2	1	2	2	2	2	1	2	Income and Spending
Related Art	2*	2*	2	2*	2	2*	2*	2	2*	2	Related Art
Related Science	3	3	4	3	4	3	3	4	3	4	Related Science
	2*	2*		2*		2*	2*		2*		

SECOND YEAR						SECOND YEAR					
First semester						Second Semester					
Length of Period	5 hour day			6 hour day		5 hour day			6 hour day		Length of Period
	40	45	60	45	60	40	45	60	45	60	
Nutrition and Foods	8*	6*	3	8*	5	8*	8*	3	8*	6	Clothing— Selection, Construction and Care
Child Development	2*	2*	2	2*	2	2*	2*	2	2*	3	Consumer Interests
Home Nursing	2*	2*	2	4*	3	2*	2*	2	2*	2	Leisure Activities
Home Planning and Furnishing	1	1		1		1	1		1		Home Relationships
Related Art	4*	4*	2	4*	3	2*	2*	3	2*	2	Accessories in Dress
	2*	2*	4	2*	2	4*	2*	3	4*	2	
						1					

*To be organized to permit at least two consecutive periods for laboratory work.

PROGRAM II

Program II should be organized as a two consecutive year program. If desirable, an additional year, or two years may be included. Schools organized on a sixty minute period basis are finding this a desirable type of vocational program, especially when the teacher is employed on a ten months basis for carrying on a summer project program.

The following curriculums are set up to meet the standards of George-Ellzey Program II.

PROGRAM II—TYPE 1.

Two Consecutive Years

FIRST YEAR

First Semester	Number of Periods Per Week			Second Semester
	40 minutes	45 minutes	60 minutes	
Clothing -----	8*	8*	4	Foods
Personal Living -----	2*	2*	1	House and Its Care
Related Science -----	5	5	5	Related Science
Home Projects -----	45 hours year, 75 minutes per week			Home Projects

First Semester	SECOND YEAR			Second Semester
Planning Meals for the Family -----	6*	6*	3	Clothing
Child Development -----	2*	2*	1	Home Nursing
Home Culture and Sociability -----	2*	2*	1	Income and Spending
Related Art -----	5	5	5	Related Art
Home Projects -----	45 hours year, 75 minutes per week			Home Projects

Pupil's time outside of regular class work for home projects, in two phases of home economies is stated in above schedule. Teacher's schedule should include from 3 to 5 periods per week for individual and group conferences on home projects.

* To be organized to permit at least two consecutive periods for laboratory work.

PROGRAM II—TYPE 2

Three Consecutive Years

FIRST YEAR

Ninth Year

First Semester	Number of Periods Per Week			Second Semester
	40 minutes	45 minutes	60 minutes	
Clothing—Selection and Construction -----	8*	8*	4	Foods—Preparation and Marketing
Personal Living -----	2*	2*	2	House Care and Management
Related Science -----	5	5	4	Related Science
Home Projects -----	45 hours year, or 75 minutes per week			Home Projects

SECOND YEAR

Tenth Year

Planning Meals for the Family -----	6*	6*	3	The School Girl's Wardrobe
Child Development -----	2*	2*	1	Planning, Construction
Home Sociability -----	2*	2*	1	Home Nursing
Related Art, or Biology -----	5	5	5	Income and Spending
Home Projects -----	45 hours year, or 75 minutes per week			Related Art, or Biology
				Home Projects

THIRD YEAR

Eleventh Year

Food for the Family ----	6*	6*	3	Clothing—Design, Selection, Care and Repair
Wise Spending -----	2*	2*	1	Home Planning and Furnishing
Child Development (advanced) -----	2*	2*	1	Leisure Activities
Related Science (Chemistry) or Related Art -----	5	5	5	Related Science (Chemistry) or Related Art
Home Projects -----	45 hours year, or 75 minutes per week			Home Projects

Pupil's time outside of regular class work for home projects, in two phases of home economics is stated in above schedule. Teacher's schedule should include from 3 to 5 periods per week for individual and group conferences on home projects.

*To be organized to permit at least two consecutive periods for laboratory work.

PROGRAM II—TYPE 3

Four Consecutive Years

FIRST YEAR

Ninth Year

First Semester	Number of Periods Per Week			Second Semester
	40 minutes	45 minutes	60 minutes	
Clothing—Planning and Construction -----	8*	8*	4	Foods—Preparation and Marketing
Personal Living -----	2*	2*	1	House Care and Management
Related Science -----	5	5	5	Related Science
Home Projects -----	45 hours year, or 75 minutes per week			Home Projects

SECOND YEAR

Tenth Year

Planning Meals for the Family -----	6*	6*	3	The School Girl's Wardrobe Planning, Construction
Child Development -----	2*	2*	1	Home Nursing
Home Sociability -----	2*	2*	1	Income and Spending
Related Art -----	5	5	5	Related Art
Home Projects -----	45 hours year, or 75 minutes per week			Home Projects

THIRD YEAR

Eleventh Year

Food for the Family ----	6*	6*	3	Clothing—Selection, Care and Repair
Wise Spending -----	2*	2*	1	Home Planning and Furnishing, or Family Health
Child Development (advanced) -----	2*	2*	1	Leisure Activities
Related Science (Biology) -----	5	5	5	Related Science (Biology)
Home Projects -----	45 hours year, or 75 minutes per week			Home Projects

FOURTH YEAR

Twelfth Year

Meal Planning (advanced)	4*	4*	2	Home Problems
Home Planning and Furnishing -----	4*	4*	2	Leisure Activities
Mechanical Devices in the Home -----	2*	2*	1	Vocations for Girls
Related Art -----	5	5	5	Related Art
Home Projects -----	45 hours year, or 75 minutes per week			Home Projects

Pupil's time outside of regular class work for home projects, in two phases of home economics is stated in above schedule. Teacher's schedule should include from 3 to 5 periods per week for individual and group conferences on home projects.

*To be organized to permit at least two consecutive periods for laboratory work.

PROGRAM III

Program III should be set up on a two consecutive year basis. If desirable an additional year, or two years may be included. Where the school is organized on a 45-minute period basis and where segregation of groups for the related science and art work creates scheduling difficulties, Program III will serve the need. Here, too, the teacher should be employed on a ten or eleven months basis.

The following curriculums contain suggestions for organizing programs to meet the standards of George-Ellzey Program III.

PROGRAM III—TYPE 1

Two Consecutive Years

FIRST YEAR

First Semester	Number of Periods Per Week			Second Semester
	40 minutes	45 minutes	60 minutes	
Clothing -----	9*	6*	6*	Foods and Nutrition
Personal Living -----	3	2*	2*	House and Its Care
Home Planning and Furnishing -----	3	2*	2*	Care and Repair of Clothing
Home Projects -----	90 hours year, 150 minutes per week			Home Projects

First Semester	SECOND YEAR			Second Semester
Planning the Family Meals	6*	4*	4*	Clothing
Child Development -----	3	2*	2*	Home Nursing
Income and Spending -----	3	2*	2*	Home Culture and Sociality
Home Improvement -----	3	2*	2*	Home Management
Home Projects -----	135 hours year, 225 minutes per week			Home Projects

Pupil's time outside of regular class work for home projects in three phases of home economics, is stated in above schedule. Teacher's schedule should include five periods per week for individual and group conferences on home projects

* To be organized to permit at least two consecutive periods for laboratory work.

PROGRAM III—TYPE 2

Three Consecutive Years

FIRST YEAR

First Semester	Number of Periods Per Week			Second Semester
	40 minutes	45 minutes	60 minutes	
Clothing—Selection and Construction -----	9*	6*	6*	Foods—Selection, Preparation and Service
Personal Living -----	3	2*	2*	House Care and Management
Child Development -----	3	2*	2*	Care and Repair of Clothing
Home Projects -----	90 hours year, 150 minutes per week			Home Projects

First Semester	SECOND YEAR			Second Semester
Food for the Family ----	9*	6*	6*	The School Girl's Wardrobe, Planning and Constructing
Home Planning and Furnishing -----	3	2*	2*	Income and Spending
Leisure Time Activities --	3	2*	2*	Home Nursing
Home Projects -----	135 hours year, 225 minutes per week			Home Projects

First Semester	THIRD YEAR			Second Semester
Planning Meals for the Family -----	9*	6*	6*	Clothing—Design, Selection, Care
Wise Spending -----	3	2*	2*	Family Relationships
Child Development (advanced) -----	3	2*	2*	Home Sociability
Home Projects -----	135 hours year, 225 minutes per week			Home Projects

Pupil's time outside of regular class work for home projects, in three phases of home economics, is stated in above schedule. Teacher's schedule should include five periods per week for individual and group conferences on home projects.

* To be organized to permit at least two consecutive periods for laboratory work.

PROGRAM III—TYPE 3

Four Consecutive Years

FIRST YEAR

First Semester	Number of Periods Per Week			Second Semester
	40 minutes	45 minutes	60 minutes	
Clothing—Selection and Construction -----	9*	6*	6*	Foods—Study and Preparation
Personal Living -----	3	2*	2*	House Care
Planning and Care of Bedroom -----	3	2*	2*	Care and Repair of Clothing
Home Projects -----	90 hours year, 150 minutes per week			Home Projects

First Semester	SECOND YEAR			Second Semester
Food for the Family ----	9*	6*	6*	The School Girl's Wardrobe, Planning and Construction
Child Development -----	3	2*	2*	Income and Spending
Leisure Time Activities ----	3	2*	2*	Hospitality
Home Projects -----	135 hours year, 225 minutes per week			Home Projects

First Semester	THIRD YEAR			Second Semester
Planning Meals for the Family -----	6*	4*	4*	Clothing for the Family
Home Nursing -----	3	4*	2*	Recreation and Hobbies
Flower Culture and Arrangement -----	6*	2*	4*	Home Planning and Furnishing
Home Projects -----	135 hours year, 225 minutes per week			Home Projects

First Semester	FOURTH YEAR			Second Semester
Food Conservation -----	3	4*	2*	Clothing—Design and Construction
Home Management -----	6*	4*	4*	Family Relationships
Home Culture and Sociability -----	6*	2*	4*	Child Development (advanced)
Home Projects -----	135 hours year, 225 minutes per week			Home Projects

Pupil's time outside of regular class work for home projects, in three phases of home economics, is stated in above schedule. Teacher's schedule should include five periods per week for individual and group conferences on home projects.

* To be organized to permit at least two consecutive periods for laboratory work.

PROGRAM IV—Combination Programs.

To meet the needs of local districts, it may be necessary to plan combination programs which may be organized on a three or a four-year basis.

Three-year course—

9th and 10th year	—Program II
11th, or	
11th and 12th combined	--Program III

Four-year course—

9th and 10th year	—Program III
11th and 12th year	—Program II

For small schools with low enrollments, the alternating program is recommended.

HOME VISITING

Home visiting is so desirable a part of the organization of a program and so necessary in developing suitable home projects that it is considered an indispensable part of a complete plan in the home economics program. Teachers may take the time required for class conferences for one or two weeks prior to the organization of home projects and use this time for home visitation. Later in the year this arrangement could again be carried out so a teacher would make at least two visits to the homes of her pupils.

This plan, when carried out by interested teachers, has proved its worth. When other opportunities are not available many teachers make such calls on Saturday.

An important thing for teachers to remember is that the informal, friendly approach to the home will foster pleasant relationships between the school and the home.

HOME PROJECTS

1. Home project requirement

Home projects are a definite part of the vocational home economics program for pupils in all day schools and classes. The five-year plan for vocational education for 1932-37, approved by the Pennsylvania State Council of Education, includes as a home project requirement the following:

(a) Vocational Program I, minimum of 30 hours per year, (b) Vocational Program II, 45 hours per year in two phases of home economics, (c) Vocational Program III, first year, 90 hours in three phases of home economics and second year, 135 hours in three phases of home economics. The teacher's schedule must include from three to five periods per week in Program II and five periods per week in Program III for organizing, supervising, and checking on home projects. In the Smith-Hughes program, one period a week of regular class time may be used for this purpose.

2. Suggestions for the organization of home projects

a. Obtain copies of and study the following:

- (1) Annual Report of Type Home Projects Conducted During School Year, State Department of Public Instruction, Harrisburg, Pennsylvania.
- (2) The Home Project in Home Making Education, Bulletin No. 170, Home Economics Series No. 16, issued by Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.
- (3) Home Economics Home Project Record Book, Jessie W. Harris, published by Houghton Mifflin Company, New York, (enlarged and revised edition).
- (4) Student Record Book for Home Practice and Home Project Work in Home Economics, Epsie Campbell and Susan Burson, published by Smith, Hammond and Company, Atlanta, Georgia.
- (5) Home Project Handbook for Vocational Home Making Schools, Hazel E. Thompson, published by Kansas State Board for Vocational Education, Topeka, Kansas.
- (6) Maryland Home Project Record Book for Vocational Home Economics, issued by State Department of Education, Baltimore, Maryland.

b. Secure the cooperation of the girls by one or more of the following means:

- (1) Social calls (whenever possible).
- (2) Community gatherings such as Parent-Teacher, Grange and Fair meetings.
- (3) Telephone conversations.
- (4) Personal letter.
- (5) Informal parties.

c. Plan projects with pupils:

- (1) Home project work should be closely correlated with class instruction.
- (2) Credit for home projects is based on both class work and home projects since the home project is an integral part of the homemaking program.

d. Keep accurate records:

- (1) Pupil's report form. The following outline may be used to develop a suggestive pupil report form:
 1. General information.
 - a. Name of project
 - b. Name of pupil
 - c. Name of school
 - d. Date project was begun
 - e. Date project was completed
 2. Reasons for choosing the project.
 3. Plan of work.

4. Results of project.
 5. Books and pamphlets which were most helpful.
 6. Time used for this project.
 - a. In school
 - b. At home
 7. Mother's comments.
- (2) Teacher's report form:
Suggestions in bulletins listed under point 2.a., above.
- (3) Annual teacher's report form from State Department
Forms for this report will be mailed to home economics teachers in April. Reports are due May first of each year.
- e. Evaluate home projects
- A rating scale which has been set up in detail in the Home Economics Home Project Record Book (revised and enlarged edition) by Jessie W. Harris, will serve as a guide for the teachers in evaluating their home projects. The main points used in this scale are selection, plan, record, summary, pupil's attitude, and results.

General Conditions to be Met by Schools Offering Vocational Home Economics Programs

1. Approval to conduct schools or classes
Approval by the Department of Public Instruction is required in order that a school district may begin a vocational home economics school or class under the state and federal vocational education acts. Continued approval is necessary for the school to participate in vocational reimbursement.
2. Supervision and control
All schools and classes of vocational home economics reimbursed from vocational funds must be under public supervision and control and all courses must be designed to prepare for some phase of home-making work.
3. Age of pupils
The minimum age requirement of pupils in day schools is 14 years. The factors which should determine entrance to the course are the maturity of the girl and her desire for vocational training in home-making.
4. Types of curriculums
See pages 25-30
5. Plant and equipment. The plant and equipment necessary for a comprehensive program in homemaking in day schools may be:
 - a. Homemaking cottage
On school grounds and a part of the high school plant
 - b. Rooms in school building
 - (1) Minimum desirable space, 22 by 42 feet. (See type layout on pages 42-43).

(2) Room allocation for large schools

- a. A clothing laboratory (22 by 36 feet) with fitting space adequately equipped for instruction and practice in dress-making, textiles, and the study of clothing.
- b. A food laboratory (22 by 36 feet) adequately equipped for instruction and practice in foods and nutrition, including the serving of meals.
- c. A combination living room and dining room (18 by 22 feet).

(3) Other rooms in school building

Such rooms as the teachers' rest room, health room, and science laboratories should be utilized in teaching certain phases of the home economics program, where the space available in the homemaking unit is not sufficient to carry on all activities related to the program.

6. Qualification and certification of teachers

Teachers of vocational home economics are required to be certified in "Vocational Home Economics".

7. Curriculum and courses of study

The curriculum and courses of study in approved vocational home economics departments are required to conform to the requirements established by the Department of Public Instruction.

8. Home projects

Home projects are a required part of the vocational home economics program.

REIMBURSEMENT FOR VOCATIONAL HOME ECONOMICS

This table indicates the percentage of vocational aid available in first, second, third, and fourth class districts.

PERCENTAGE OF VOCATIONAL AID GRANTED TO DISTRICTS
ON BASIS OF TRUE VALUATION PER TEACHER¹

Valuation Per Teacher	Classification of School Districts			
	First	Second	Third	Fourth
50 thousand	X	X	X	55%
50-100 thousand	X	X	50%	50%
100-200 thousand	X	45%	45%	45%
200-up thousand	25%	40%	40%	40%

This is in addition to reimbursement granted under provisions of Section 1210, School Laws of Pennsylvania, and the only limitation is

¹ Based on Vocational Education Act of 1925.

that no district shall receive more than 80 per cent total reimbursement on the salary of any one teacher.

RELATED SUBJECTS

The subjects closely allied to homemaking activities which are of most importance as a basis for an understanding in home economics are the physical and biological sciences and art. The science courses, as now organized of most general use and in which most applications seem to have been made, are general science, biology, and chemistry.

The purpose of these subjects is to strengthen the training of girls in homemaking problems through the use of scientific facts in the solution of home and community problems. It must be kept in mind that the scientific knowledge which will enable the home maker to improve present practices or determine new procedures is more valuable than that which merely gives an interesting explanation of some commonly observed phenomenon or condition. It is evident that no distinct line can be drawn between the various fields of science, since they are closely interwoven. One must have an understanding of the whole field to appreciate any part of it.

Emphasis is needed on actual everyday home and community problems, a list of which can be found on pages 50-54, in Bulletin No. 158, The Teaching of Science Related to the Home, United States Office of Education, Washington, D. C.

It is necessary for continuous cooperation to be carried on between the homemaking and science and art departments, whether the teacher of homemaking teaches the related work or whether she only uses the science and art taught by someone else.

CREDIT FOR HOME ECONOMIC SUBJECTS

Field of Work	Years	Periods Per Week		Number of Semesters	Total Credits
		50 to 60 Minutes	40 to 49 Minutes		
Vocational Home Economics, Program I (1) ----	9-12	9-14	11-18	2-8	1-6
Vocational Home Economics, Program II (1) ---	9-12	5-9	6-11	4-8	2-6
Vocational Home Economics, Program III (1) --	9-12	8-12	9-15	4-8	3-8
General Home Economics (2)					
a. Junior High ¹ -----	7-8-9	2-5	3-5	4-6	.5-1
b. Senior High -----	10-12	4-8	5-10	2-6	1-3
Foods (on laboratory basis) (3) -----	9-12	4-8	5-10	2-8	.5-4
Clothing (on laboratory basis) (4) -----	9-12	4-8	5-10	2-8	.5-4

¹ Credit shown under Junior High is allocated for the ninth year.

(1) Vocational Home Economics, Programs I, II and III

Vocational home economics programs are organized as Program I Smith-Hughes (half-day devoted to home economics and related courses); Programs II and III, George-Elzey (60-120 minutes daily. In Program II at least one additional period daily is required for related work). In addition, there is a range of 30-145 hours per year of home project work required of each pupil.

Vocational home economics courses may operate through one, two, three, or four years. In senior high schools the work in vocational home economics is usually confined to grades ten, eleven and twelve.

(2) General Home Economics

General home economics is a required subject in all classified junior high schools and is an elective in senior high schools. The home economics program is contemplated to include units in foods and nutrition; clothing—

selection, care, repair, construction and design; home management; child development; home and family; home decoration; and the consumer buyer. The program should be organized to meet the needs of girls and boys in separate groups or in a combined group, depending upon their interests and the nature of work. Outside preparation is usually required as a part of this general home economics program and is to be treated as any academic course in the allocation of credit. Where work is carried out on a purely laboratory basis it should be so specified and credits computed on the laboratory basis.

(3) Foods (on laboratory basis)

This course is intended to be carried out on a laboratory basis and may be offered in any year during the secondary school course. It is not recommended that this course be emphasized to the exclusion of general courses in which are included laboratory work, class recitation and discussion.

(4) Clothing (on laboratory basis)

This is a laboratory course, incorporating the fundamentals of construction, selection and care of clothing. It is not recommended that this course be emphasized to the exclusion of general courses in which are included laboratory work, class recitation and discussion.

HOMEMAKING FOR BOYS

Boys in high schools are really interested in family and homemaking problems. During the school year 1934-35 there were approximately 70 districts in Pennsylvania in which courses on certain phases of home economics were offered to boys of junior and senior high school age. The subjects which interested them most were nutrition; meal planning; preparation and service; hospitality, including conduct and good manners; clothing, choice and care; and personal and home relationships.

The director of home economics in the public schools of Denver states that boys in home economics at the secondary school level have an interest in rules for daily living, acceptable manners, hospitality, social customs, health, food, recreation, clothing, housing, use of money, relationships with neighbors and family, and living in other people's homes. These interests have been determined by three high school teachers and over five hundred boys working together over a period of ten years.

With this interest of boys in developing poise in business and social contacts, wise use of money, an understanding of how to get along with people, be a success in life and become an asset to their own family, the following information may be useful to teachers in outlining work.

A study by Dyer¹ shows the following order of things which boys do in the home: (1) caring for outside of the house, grounds, lawns, walks, (2) entertaining guests, friends, acting as host (3) going to the store, buying things for the family (4) making mechanical repairs, electrical and household (5) buying own clothing (6) keeping clothing in order (7) keeping own room orderly (8) pressing own clothes (9) selecting own meals, packing lunches (10) using the vacuum cleaner (11) talking things over with mother and father (12) making own bed (13) serving at the table (14) caring for the heating system (15) providing daily fuel (16) cooking, getting breakfast (17) using the floor mop or brushing up the floor (18) cleaning suit and removing spots (19) making the kitchen fire or using the cook stove (20) growing vegetable garden (21) dusting house and straightening up rooms (22) caring for younger children (23) scrubbing the floor (24) planning for socials, parties, club meetings outside of the home (25) having parties in the

¹ Annie RD. Dyer, Home Economics Research Office, Teachers College, New York.

home (26) caring for pets (27) making beds for other members of the family (28) giving first aid (29) cleaning bathroom (30) odd jobs about the house—bringing in newspaper, putting out milk bottles, emptying waste baskets (31) clearing table and washing dishes (32) budgeting allowance (33) washing windows (34) caring for the chickens (35) cleaning stove (36) shine shoes for the family (37) paying household bills (38) mending, darning, sewing on buttons (39) painting furniture (40) sewing on machine (41) hanging pictures (42) earning for the family (43) play with the baby (44) cleaning (45) telling stories to the children (46) making furniture (47) washing and ironing clothes (48) killing poultry, dressing (49) plans renovation of own room (50) knitting, embroidery, crocheting.

SUGGESTIVE UNITS OF WORK

Foods—buying; meals—planning, preparing and serving; camp cookery; first aid and care of the sick; boy and girl relationships; acceptable manners; making the most of family life; social customs—at home, in public, in other people's homes, in school, in church; always look your best; personal habits—grooming; living within your income—standards; your money's worth; vocations.

Several years ago the United States Office of Education made a survey of interests of men and boys in home economics education and had reports from 48 cities in 42 states offering home economics courses to boys. The work offered covered the fields of personal hygiene and health, food, nutrition, house building and furnishing, household budgets, care and training of children, the boy and his family, clothing and textiles, camp cookery, and community interests.

This survey included a canvass of opinions of 200 business men, ranging in age from 21 to 68 years, concerning the value of home economics instruction to boys. One hundred per cent of the men replying think boys should be taught how to select their clothing, practice thrift, appreciate home and family, administer first aid, practice sanitation and sex hygiene, train young children in habits and character, cooperate in home activities, learn table etiquette, appreciate good books and pictures, answer children's questions, keep accounts, learn to entertain guests in the home, and appreciate labor-saving devices.

The foregoing facts definitely show a trend in the attitude of the public feeling as well as the feeling of the boys as to their interests and needs. The founding of present day homes and those of the future require, and will continue to call, for the training of boys and young men for an understanding and participation in home and community life.

HOMEMAKING FOR ADULTS

Adult education is clearly an instrument for personal and social adjustment and a means of use to men and women who *must* search for new values, economic, social, intellectual, and spiritual.

"The family in recent years has shown a remarkable vitality in meeting its crisis. The family record of the past year (1930) from the point of view of educational standing is an impressive one in spite of the economic depression. Interest in the conservation of marriage, the training of children, and education for family life have continued and along some lines increased.

"There has been no lessening upon the emphasis of social hygiene. Everywhere there is evidence of a disposition to consider the problem of the family as products of our modern social situation. There has been a great deal of legislation passed during the last year which has indirect relation to the family. These laws have to do with the juvenile court, delinquent and dependent children, child placing and child caring agencies, recreation, unemployment and the like."¹

Results of the findings of a national study of rural adult education carried on since 1928 by the American Association for Adult Education indicate that among rural people there exists no wide-spread conviction in regard to the values of adult learning.

RURAL ASPECTS

We are on the eve of a new approach to the task of reconstructing rural life through continuing education. Education for home and family life has made itself felt in this movement and is well illustrated in the program of home economics in rural areas carried on by the extension service throughout the United States which has aided groups of men and women to think in terms of resources for improvement of their situations. It has, likewise, stimulated cooperative action in community enterprises.

Through home economics departments in high schools in rural areas adults are reached through the teacher and girl working on home projects. Since the parent, more often the mother, participates in conferences with the teacher and pupil and discusses with the teacher on subsequent visits what the daughter has learned, the social contact here for both mother and teacher is education for the adult. Comments on the value of home projects will testify to this.

The significance of incidental learning or teaching should not be underrated. Often more is learned this way than from formal instruction. We do know that mothers have changed their attitudes about living and learned much from the school through these visits and friendly talks. The teachers, too, have expressed themselves as having learned much from the mother.

URBAN ASPECTS

Nowadays more than ten million women in the United States leave their homes daily to work for pay. The fact that women are contributing their share to the economic maintenance of themselves or their families is not unusual but that they have entered factory and store to work is unusual. About as many women as men are clerical workers and over half a million are saleswomen.

Twenty-five per cent of these women over sixteen years of age, i. e., one woman out of four, work for a living. The fact seems to be established that women as well as men must work outside their homes for pay. This condition seemingly emphasizes the need of careful management and an understanding of new relationships if homes are to mean what society expects of them. The woman, serving often in a triple capacity as worker, manager, mother, needs training to undertake this business of homemaking successfully. She must be trained to help herself to meet

¹Quoted from *Social Changes in 1931*, reprint from *American Journal of Sociology*, Ernest R. Groves; abstract.

the constant changes within the home as well as those brought about in attitudes by outside forces playing upon the home. She must know how to help members of her family to do so.

THE FOREIGN-BORN

Adult education for the foreign-born has been something of a step-child.

Language has been a barrier. Once it has been overcome adult education is essentially the same whether the student was born in Poland, or in Pennsylvania.

New responsibilities are thus being constantly thrust upon the homemaker with a consequent demand for a higher standard of performance. Some of the duties, therefore, which devolve upon the modern and efficient homemaker are:

1. Maintaining desirable home surroundings to offset the tensions of life.
2. Meeting changing housing conditions so that the home may be brought up to socially desirable standards.
3. Becoming a competent housekeeper by living within the income.
4. Making health a positive asset for the family.
5. Providing proper and adequate recreation for the family.
6. Making intelligent use of available social agencies to maintain desirable family standards of living.

ORGANIZATION OF ADULT CLASSES

For the teacher who sees the value and appreciates the returns in this type of teaching, certain suggestions will be helpful. Some of these are as follows:

1. Determine the outstanding needs of the majority of the group through questions, brief statements on paper and individual conferences.
2. Use informal method of instruction.
3. Use effective illustrative material such as posters, charts, slides, photographs, and real objects.
4. Utilize abilities in class for discussion of a particular question or for demonstrating a particular dish or process.

For example:

- a. If there is an especially good dish enjoyed by foreign women in the group, have a capable woman demonstrate this dish rather than the teacher
- b. If there is a skilled dressmaker or fitter in the class, have that person give a demonstration or a fitting
5. Distribute mimeographed or typed sheets containing the main features of program and high spots of each lesson if possible.
6. Use printed pamphlets or leaflets obtainable through government and state agencies free of charge.
7. Encourage members of class to raise practical questions for each meeting.
8. Have each student bring notebook and pencil.
9. Definite plans should be made for evaluating the success of all classes organized.

TYPES OF ACTIVITIES

1. Planning and preparing inexpensive nutritious meals with special reference to
 - a. One-dish meals
 - b. Use of one burner in preparing a complete meal
 - c. Preparation of foods requiring little or no cooking
2. Renovation of old clothing
3. Making new clothing
 - a. Use of flour and sugar sacks and other usable and inexpensive materials
 - b. Dyeing and application of color which will help in making attractive garments from such material
4. Care and repair of clothing
5. Better management of homes
 - a. The advantage of a budget
 - b. Planned expenditures for clothing and foods
 - c. Desirable apportionment of work to each member of family
 - d. Family councils and their advantage
6. Helping families to keep up standards of living with reduced incomes
7. Home nursing
8. Creating cheerful home atmosphere through
 - a. Repair and refinishing of furniture and other home equipment
 - b. Rearrangement of furniture to produce pleasing effects
9. Useful home crafts
10. Problems in rearing children
11. Easy and interesting ways of entertaining at low cost
12. Retraining courses growing out of homemaking activities—hotel service work, restaurant work, tea room work, laundering, dress-making, child nursing, household assistant work
13. Constructive programs of study and activity, including knowledge of how to add to the family income through reading, food conservation, vegetable and flower gardening, poultry raising, baking, soap making, rug and quilt making, remodeling of clothing, knowledge of savings and investments, better methods of marketing, wise buying directly, or through mail order houses.

NEEDS FOR PROGRAM

1. To develop understandings between youth and adults—American-born and foreign-born
2. To emphasize instruction in
 - a. Family finances—their use and abuse
 - b. Buying practices
 - c. Savings plans
 - d. Relationships of the family
 - e. Recreation

Nothing the home economic teacher can do will yield greater returns in having home economics recognized as an important field of study than a well organized adult class. Home practice and home projects will take

on new meaning. Homemaking programs are more and more being set up to include adult and day school classes with the teacher employed to teach both types of classes.

VALUES OF PROGRAM

1. Social contacts are established which are valuable for mother and teacher.
2. Mothers' interest in the home assumes new meaning and the dignity of home is appreciated by the mother.
3. Mothers better appreciate daughters' and sons' viewpoints.
4. Home attitudes and relationships are improved.
5. Leaders are developed and community activities fostered.
6. Incidental values of great worth are taught.

Why stop learning when there is so much new to be learned, when there is so much valuable information to be gleaned and evaluated, and when science is so constantly improving things. We need to continue learning because new values in living are so vitally needed.

Suggestions For Curriculum Making

It is essential to have a knowledge of homes and communities for the solution of teachers' problems and information on which to build curriculum materials. It is necessary, also, for teachers to continually record facts regarding community reactions and comments of people about them in order to meet new situations and solve everyday home living problems of their pupils and homes.

The following description of a community was given by a teacher who had lived and taught in the community for a number of years, and by the supervisor of the county in which the community was located. This community was chosen because it was somewhat typical. Because the teacher does not at present live in this community there were certain facts which she could not give. For instance, the data given regarding health is of a too indefinite nature. The teacher in the community can secure the county statistics regarding infant mortality, communicable diseases, etc., and through contact with county officers find out to what degree these figures apply to the community in question.

A description using these factors of a given community follows:

A small rural town (700-800 population) located 15 miles from a city of 10,000 population.

A. COMMUNITY RESOURCES

1. Public utilities available:
Electricity and water is available. Fuel used is coal and coal oil
2. Market and buying facilities:
A few general stores in town and two chain grocery stores
A furniture store
Fresh vegetables available only in summer
Few house to house canvassers
No bakery or dairy but regular service for bread products and milk from a nearby city

3. Services available:
A laundry and dry cleaning plant from a nearby city serves the town regularly
4. Public protection facilities:
A constable
Fire department
A county health officer
A school physician
5. Housing conditions:
In the town about 90 per cent. of the houses are equipped with bath rooms and furnaces. In nearby rural sections this is not true except in a few cases. In both town and nearby rural sections about 50 per cent of the people own their own homes. On the whole there is little attention given to conveniences in house arrangement. There are big pantries and cellars and kitchens
6. Geological conditions:
Agriculture possible
7. Transportation and communication:
There are no trains. A bus line runs through the town; cost is 50 cents for transportation to nearby city (10,000). There is a telephone line
8. Educational facilities:
A consolidated high school in the town
A traveling library
Radios are common
Boy and Girl Scout troops
Pre-school clinic once a year
P. T. A. county organization
9. Social contact facilities:
Social organizations: bridge clubs, reading clubs, sewing clubs, Grange
Recreational facilities: one movie in the town
10. Religious, civic and welfare agencies:
No welfare organizations except county ones
A Lions Club
Two Protestant churches in town, active church clubs
11. Range of opportunity for employment:
Very limited
In normal times there are steel mills operating in town and a candy factory. At present these are closed

B. Types of families in the community:
There are probably five general types of families in the community

	I	II	III	IV	V
1. Family make up (about $\frac{1}{4}$ of rural families average size 4-6)	Father often dominant. Amish (branch of Mennonites). Few women work away from home; but do considerable "outside" work. Children work in the field. Children drop out of school before or during 9th grade. They marry early and set up own homes.	Father often dominant (Methodist and Presbyterian). Few women work away from home; but do considerable "outside" work. Children work in the field. Children drop out of school before or during 9th grade. They marry early and set up own homes.	Town 3-5. Parents on a more equal basis, or the mother dominant. Methodist. Presbyterian. Support schools traveled, but experience narrow. They marry early and set up own homes.	Town 3-5. Boarders and roomers in only a few homes. Parents on a more equal basis, or the mother dominant. Methodist. Openminded. Less "family background". Support schools traveled, but experience narrow. They marry early and set up own homes.	Town 3-5. Boarders and roomers in only a few homes. Parents on a more equal basis, or the mother dominant. Methodist. Indifferent to education. Antagonistic to groups III and IV.
2. Family characteristics and religion.					
3. Economic status	All members of family help. There is very little cash. They produce most of their own food. Very few are even now accepting charity. Infrequent and irregular income.	All members of family help. There is very little cash. They produce most of their own food. Very few are even now accepting charity. Infrequent and irregular income.	Professional group. In most instances the father is the one member contributing to the income. Not much cash. The great majority have vegetable gardens. Own homes.	Retired farmers and trade group. In most instances the father is the one member contributing to the income. Little cash. The great majority have vegetable gardens. Very few accept charity or outside help of any kind. About 50% own homes.	Unskilled group. In most instances the father is the one member contributing to the income. Very little cash. The great majority have vegetable gardens. Very few accept charity or outside help of any kind. Rent homes.

C. Family practices
These vary in the five types of families described

	I	II	III	IV	V
Health habits	Poor.	Poor.	A little better than other groups.	Poor.	Poor.
Spending practices	Very thrifty. The father does most of the buying in town. Mail order houses are used for buying of "dry goods". The mother plans this buying carefully.	Very thrifty The father does most of the buying in town. Mail order houses are used for buying of "dry goods". The mother plans this buying carefully.	Children do emergency buying. Do much buying in larger nearby towns.	Children do emergency buying. Buy at chain stores. Do some buying in larger nearby towns.	Children do emergency buying. Buying is done at chain stores. Go to movies often.
Recreational practices and use of leisure time	Whole families go visiting on Sunday. Have "Sings"—all of family attend. Object to movies. Attend Grange. Do very little reading.	Whole families go visiting on Sunday. Go to movies —average one a week. Attend Grange. Do very little reading.	Go to movies often. Active in bridge clubs, reading clubs and sewing clubs. Do very little reading.	Go to movies often. Active in bridge clubs, reading clubs and sewing clubs. Do very little reading.	Active in bridge clubs, reading clubs and sewing clubs. Do very little reading.
Religious practices	Active in Church	Help with church suppers.	Active in church organizations. Help with church suppers.	Active in church organizations. Help with church suppers.	
Relationship in home and community	Children submissive.	Harmonious relationships.			
Organization of work and distribution of responsibilities	Work well organized but methods for doing things not up-to-date. Little consideration has been given to arrangement or equipment for convenience. Children assume great responsibility for work. They rise early, do "chores", walk or ride horseback to school.	Work well organized but methods for doing things not up-to-date. Little consideration has been given to arrangement or equipment for convenience. Children assume great responsibility for work. They rise early, do "chores", walk or ride horseback to school.		Poor organization of work. Children assume some responsibility. Little consideration given to arrangement or equipment for convenience. Few labor saving devices.	Poor organization of work. Children assume some responsibility. Little consideration given to arrangement or equipment for convenience. Few labor saving devices.
Food practices	Very few fresh vegetables for winter use. Depend upon home canned. Use very little milk. Sell products and go without themselves. Butcher own meat; pork predominates. Food stored in cellars. There is much hurrying at meals. Standards for vegetable and meat cookery poor.	Very few fresh vegetables for winter use. Depend upon home canned. Use very little milk. Sell products and go without themselves. Butcher own meat; pork predominates. Food stored in cellars. There is much hurrying at meals. Standards for vegetable and meat cookery poor.	More vegetables are used by these groups, but diet is high in carbohydrates. Not enough milk used.		More vegetables are used by these groups, but diet is high in carbohydrates. Not enough milk used.
Clothing practices	Make a large part of their clothes. Cheap materials are bought. Parents control spending for clothing of children. Girls wear the Amish costume.	There is much hurrying at meals. Standards for meat and vegetable cookery poor. Meals are served in hurried fashion. Clothes are important in "class" distinction among these three groups.			

In setting up a course of study in home economics for this community the teacher will start with the classes she already has after determining the types of families from which these groups come.

In this particular instance at present the girls enrolled in the home economics classes come generally from family types II, IV, and V. What then are the outstanding needs of the girls who come from these three types of families?

The following is an illustration of how this knowledge of the community will influence the objectives for instruction related to foods. Because of the time available it was possible to work with only one phase of home economics and that only in a sketchy way.

An illustration of the use of this type of data by the teacher.

The following are the facts which would influence food instruction:

1. All of the girls carry some responsibility at home.
2. Time is important particularly for the girls who come from farms.
3. There has been little attempt to arrange equipment and storage space for efficiency, and there are few labor saving devices.
4. Food practices as regards nutrition are poor; inadequate vegetables, especially fresh vegetables in winter, inadequate milk, excess of pork.
5. Much food is produced at home or bought at chain stores.
6. The people are thrifty.
7. The fathers do much of the buying.
8. Standards for meat and vegetable cooking are poor.
9. All take part in preparation of church suppers and they have big "company" meals.
10. There is little cash available.
11. Families vary in sizes from 3-6.
12. The girls marry early and set up their own homes.
13. The health on average is poor.

Some of the objectives which the teacher with these facts in mind would set up for accomplishment in her classes are here listed:

1. To develop an interest in and a desire for such arrangement of equipment that greater efficiency in food preparation will result and also an interest in efficient methods of work.
2. To set a feasible standard for efficiency in the arrangement of working materials and for efficient methods of work.
3. To develop ability to arrange efficiently the available working materials for the preparation of meals.
4. To develop good habits of work in food preparation.
5. To develop judgment in the selection and purchasing of food.
6. To develop a realization of the importance of introducing more vegetables and milk in the diet.
7. To develop ability to plan balanced meals using foods available.
8. To develop interests in and standards for meal and vegetable cookery.
9. To develop ability to cook meats and vegetables successfully.
10. To develop a desire for and some ability to provide more orderliness in table setting, and a happy, less hurried atmosphere at meals.

HOME PROJECTS

In order to accomplish such objectives as these the home project must play an important part in home economics instruction, since opportunities

for giving certain types of experience are of necessity limited in the class room. The objectives here stated are of a general enough nature to be set for accomplishment by the majority of the members of the class. The teacher must be able to check the extent to which each of her pupils has already developed these abilities and thus help them determine their individual needs. By analyzing the class situation the teacher can determine to what extent the home must supplement class room instruction.

An outline similar to that suggested below may be used by the teacher in determining the part the home must play in her instruction.

Objectives to be accomplished	What the school can do	What is to be done in the home
1. To develop ability to arrange efficiently the available working materials for the preparation of meals	Provide knowledge and experience under close direction	Provide opportunity for experimenting in more normal situations
2. To develop good habits of work in food preparation	Set up the standards and show steps in habit formation	Provide opportunity for much experience Provide repetition necessary to habit formation
3. To develop judgment in selection and purchasing of food	Guide securing of facts necessary in judging. Set up standards. Provide opportunity for evaluation of results.	Contribute additional facts; provide a wide range of experience.

Such an analysis added to an understanding of the home and community conditions and knowledge of the present development of the individual pupils toward goals set for accomplishment gives to the teacher a very definite basis for guidance in the home project program.

GENERAL PROCEDURES IN CURRICULUM CONSTRUCTION

The Department of Public Instruction has formulated the following general program to guide in the construction of curriculum materials for the various courses of study.

Step 1. Determination of the objectives of the education program.

Step 2. Determination of the objectives for each course. This is a responsibility of each course of study committee. The objectives determined should be as specific as possible and in accordance with the guiding principles which have been determined upon. Sources for the determination of objectives are:

- Worthwhile activities engaged in by both pupils and adults
- Studies of pupil ability and achievement
- What experts feel should be done
- Activities which will be important in the future

Step 3. Check objectives of course which have been set up to determine whether or not they are practicable from the following standpoints:

- a. Does each statement contain one objective only?
- b. Is the proposed objective useful?
- c. Is the proposed objective socially and personally significant?
- d. Is the proposed objective universal for the population under consideration?
- e. Is the proposed objective attained through other social agencies?
- f. Is the proposed objective most efficiently attained through the study of this subject?
- g. Is the proposed objective stated in specific terms?
- h. Is the proposed objective stated in objective terms?
- i. Is the proposed objective attainable and within the ability and achievement of the pupils for whom intended?
- j. Is the proposed objective measureable?
- k. Are standards available for evaluating the proposed objectives?
- l. Is the proposed objective so stated that it may be understood by both pupil and teacher?
- m. Is the proposed objective stated in terms of pupil's goals, not the teacher's?
- n. Is the list of objectives complete?
- o. Are teachers prepared to carry out objectives?
- p. Are appropriate instructional materials available?
- q. Are schools organized to make realization of objectives possible?

It must be remembered that there are other criteria which might well be applied to objectives. Although these criteria stress objectivity, there are many outcomes of teaching that are intangible which can be measured only with difficulty and then only relatively. Results which may be classed in this category are just as important as objectives to which accurate measuring sticks can be applied. Some of these have been mentioned under the section, Outcomes (page 51).

Step 4. Determine units and unit objectives.

Step 5. Check unit objectives as in Step 3.

Step 6. After unit objectives have been determined upon, content, method, and grade placement should be determined.

Step 7. EACH COURSE OF STUDY COMMITTEE SHOULD SET UP TENTATIVE "EVIDENCE OF PUPIL GROWTH" FOR EACH UNIT.

Step 8. Edit courses of study for printing.

Step 9. After the courses have been prepared and printed in tentative form, procedures will be established for determining outcomes.

Practically all teachers have developed some type of course of study and have their programs determined up to and including Step 6 of this program. In the past much emphasis has been placed upon the objectives of the courses of study but little effort has been made to determine evidences of pupil growth.

In order to have the courses of study meet the need of pupils and parents, changes must be made constantly. Revisions can be made on the types of activities which involve interviews with parents, interviews with key women, studies of data available in the school and in the community, studies of home conditions, and studies of different agencies and what they are doing. In certain states such studies have already been made—Idaho, Illinois, Minnesota, New York, North Dakota, Oklahoma, and Wyoming.

Selected Units

Suggestions for the organization of content of units are given in two units under family relationships, one on the run-away girl or boy, and the other on 'disorganizing the family schedule.

Family Relationships

Introduction: The home is the natural institution for the rearing and training of children. The family begins with the marriage of two congenial persons, working together for the economic independence and training of their offspring as useful citizens.

UNIT I

THE RUN-AWAY GIRL OR BOY

PRESENTATION OF THE CASE

The family consists of: father, a wealthy lawyer; mother, who is very socially inclined, and is indulgent toward the daughter; and a daughter, fifteen years of age, also socially inclined, possessing a vivid imagination. The father, unlike the mother and daughter, is very strict with the daughter. He checks carefully on her school work and insists upon such a high scholastic standing that he deprives her of normal social contacts with people of her own age. Mary runs away from home, 'creating the usual kidnapping scare. She is finally found in New York City several days later, 250 miles away from home.

PROBLEMS FOR DISCUSSION

1. Was the daughter justified in leaving home?
2. Who was most at fault? Why?
3. What should parents do to prevent such escapades?
4. How can the daughter obtain a more satisfactory social life for herself?
5. What family tensions are likely to arise if the parents do not understand and seek to correct the causes underlying Mary's running away from home?

GENERALIZATIONS

1. Family life should be a cooperative enterprise rather than under the domination of one parent.
2. Parent-child problems can usually be settled by parent-child counselling.
3. Problems cannot be settled by running away from them.

4. Satisfying family life is dependent upon the contributions of each individual in the family.

UNIT II

DISORGANIZING THE FAMILY SCHEDULE

PRESENTATION OF THE CASE

The Jones family is a very happy one. There are four members, father, mother, Harold, and Jane. Each member of the family plays a musical instrument, and it is their custom to play together each evening after dinner before lessons are prepared. Since Jane has gone to high school she has become interested in several activities which require after-school meetings, causing her to be late for dinner. The work is made harder for the mother because dinner must be kept warm. Harold becomes impatient. Then, too, there is often no time for the usual family gathering.

PROBLEMS FOR DISCUSSION

1. To what extent should one member of a family be permitted to pursue his personal inclinations to the discomfort of others?
2. Should Jane be compelled to join the family in the regular musical program?
3. To what extent should individuals be expected to conform to the wishes of the family group?
4. What values are to be found in the regular "family gathering" as a part of the group life?
5. How would you solve the situation?

GENERALIZATIONS

1. The family group should recognize the needs of each individual.
2. The family schedule should not be disturbed by one individual of the family except on rare occasions.
3. The family gathering is an essential part of family life. In working out a problem of this kind, the pupils must be made to see the issues, to evaluate possible courses of action and to make their own decisions.

An example of a contract plan:

Household Accounting—Ninth Year

Spending the Family Income

Two Weeks

Introduction

"Life is not made for saving, but savings are made that life may be more abundant."

Bolton Hall

Standards for Savings

Objectives

1. To point out the aim for forming the early habit of saving.
2. To study some incentives for saving.
3. To determine what amount should be saved.

4. To study some methods of saving.
5. To investigate some outstanding reasons for saving—civic and individual.

Historic influence

The savage found that on poor hunting days there was a lack of sufficient provisions, and that on good hunting days an abundance, and excess was on hand; consequently the habit of laying aside a portion of the fruits of good labor became necessary and was found to balance the deficits and the liabilities.

Incentives leading to savings

1. The need for protection in case of emergency
 - a. Illness
 - b. Death
 - c. Education
 - d. Travel
 - e. Non-employment
 - f. Loss of earning power
 - g. Desire for home ownership
 - h. Business interests

A civic duty to save as it

1. Increases the national welfare
2. Accumulates purchasing power for its owner

The amount to be saved

1. Is the 10 per cent usually cited always the correct amount for everyone?
 - a. Yes—if saved without reducing efficiency and health of members of the family
 - b. No—if 10 per cent can be saved and still have extra funds
2. A general rule
“Save by a plan which will result in building an income for the future and do away with dependence in old age.”

Methods of saving

1. Savings account
 - a. At approximately 4 per cent interest compounded annually
 - b. Safe and secure as the bank in which it is deposited
2. Insurance
 - a. A type which will provide the greatest amount of comfort and safety to the family during the time when the children must be supported
 - b. A type which will provide for an emergency fund, which will be readily accessible and sufficient for all probable needs
 - c. A type which will provide a third fund for “special purposes” such as
 - (1) Buying a house
 - (2) Education for children

- d. A type which will provide an income to be received by one's benefactors on one's death
 - (1) To accumulate an estate requires careful planning, with a definite goal
 - (2) Vital factors in accumulating an estate
 - (a) Amount of annual savings
 - (b) Regularity with which savings are made
 - (c) Safety of investments chosen
 - (d) Amount of interest received on investments
 - (3) Early habits of saving
 - (4) Plan for constructive saving

Reasons for saving

1. Straight life insurance—for the benefit of one's heirs.
2. Endowment—a carefully developed scheme of investment whereby one provides for old age or inability to make a living in later years of life
3. Saving—to use—not to hoard
4. An economic duty—betterment of national welfare and general prosperity

Conclusion

"Plan savings *carefully*; then spend the remainder of the income as though that portion were all that had ever been available."

Relation of Plant and Equipment to Curriculum Making

One of the major objectives on which the development of home economics programs is based is the improvement of home and family life. The curriculum for this training in secondary schools is centered on activities which will determine the type and location of plant, and suitable equipment.

The attainment of goals in homemaking will be helped considerably if equipment is chosen and arranged to represent the standards possible of attainment in management of homes in the community, to provide for new developments in equipment for home use and to afford opportunity for evaluation of equipment regarding its cost and efficiency for school and home use.

An example of an efficient working center would be in a kitchen where the stove would be near a table within reaching distance of sink. If the kitchen is large, a table on wheels should be used as the working center, to save steps.

If the home economics department is located in rooms in the school building and the space is inadequate for the teaching of certain phases of the work as is the case in many small schools, there should be utilization of other rooms in the building such as the teachers' rest room, health or medical rooms, and the science and art laboratories. This arrangement will promote integration of subjects and further cooperation of all departments in the school.

The sketch (inside of back cover) illustrates a homemaking department planned for a small rural school in what is known as a unit and a half, 22' 4" by 42'. This is considered minimum space in which a home-making department can be properly set up in a small school.

SUGGESTED LAYOUT FOR HOME ECONOMICS ROOM

Approved Only for Small High School

(See insert inside back cover)

- | | |
|--|--|
| A. Cutting table 3'-6" x 8'-0" | P. Sewing machine (one electric machine is desirable) |
| B. Blackboard | R. Range with oven |
| C. Teacher's closet | S. Sink and laundry tray |
| D. Teacher's desk | T. Table (white enamel) |
| E. Bookcase | U. China cupboard 4'-6" high—with drawers for linen and silver |
| F. Kitchen cupboards 4'-6" high | V. Vent |
| G. 4 pupil table 3'-6" x 4'-6" (combination) | W. Serving table |
| H. Range | X. Dining table and chairs |
| J. Sink | Y. Buffet |
| K. Fitting stand | Z. Comfortable low back chairs with rack for books, etc., under seat |
| L. Bulletin board | |
| M. Full length mirror with wings | |
| N. Ironing board (built in) | |

It is evident in such a plan that a teachers' rest room or a health room will need to be used for teaching units on home care of the sick and bed making and that related sciences would need to be taught in a science laboratory.

In thirty-two districts of the Commonwealth, homemaking is taught in cottages which are located on or near high school grounds. From experience it is thought desirable to encourage the use of cottages rather than rooms in a school building. The cost of building is less and the environment is more natural.

Outcomes

Evaluation of the finished product should be upon the basis of standards developed and accepted by the producer himself, or by the producing group. It should be done preferably by the individual or the group. It should not be in terms of grades, credits, examinations, or any other artificial standard externally imposed and internally unaccepted. Competence in the individual is our supreme objective. This competence is expressed in terms of evidences of pupil growth.

Measuring and evaluating in the field of home economics should be for the purpose of diagnosing individual pupil difficulties; aiding individual pupils to develop their own programs so that they may progress normally; determining the effectiveness of instruction in any particular unit, or in the entire program.

Before a program of measurement is set up, it is necessary that objectives be clearly defined. After these objectives have been set up and a program of activities developed to reach the objectives, then measurement must come in to evaluate efficiency.

1. A goal is general and used in planning a course of study.
2. An objective is specific and used in planning a unit of instruction. It is set by the teacher, or teacher and pupil, to determine the progress of one or both.
3. An outcome represents the ends which pupils actually reach, rather than those ends they were expected to achieve in the beginning. There may be many outcomes for one aim.

Among the criteria for the development of a measurement program may be listed the following:

1. It is essential that there be determined the specific outcomes which it is hoped that the instructional program will achieve. These outcomes are expressed in terms of desirable changes on the part of the conduct of both boys and girls as a result of the specific influences which are brought to bear in the home economics program. In much of the work which is being done, it is difficult to secure an absolute rating, but a relative rating based upon "evidences of pupil growth" is possible.
2. Each outcome or objective must be separated or delineated in such a way that measurement will indicate "how much" or "the extent to which" change has actually taken place and will indicate the specific items or elements which give the pupil difficulty.
3. The devices of measurement through a program of study and analysis must be constantly refined in order to establish an objective basis for evaluating the effectiveness of teaching. Testing, both formal and informal, should be so devised as to show progress which the pupil is making over relatively short units and particularly at such stages in the teaching process as it appears that there should be some change as a result of the instructional program.
4. Significant and reliable evidences of pupil progress are needed and to obtain these there must be a variety of samples of situations which the pupil is apt to meet so as to insure that the pupil's reaction is not one of chance. Likewise, the situation must be significant in connection with the progress of the individual.
5. Objectivity is important in establishing criteria for an efficient measuring program. To achieve objectivity, personal and individual bias must be eliminated. It is necessary, therefore, in considering items which are developed on an objective basis that they be subjected to a sufficient number of judges so that the bias of a single individual will be eliminated.

Suggested steps in developing a measuring program:

1. We are now ready to set up testing situations which will give evidences of pupil growth. Such situations may be in terms of tasks to be performed, evaluation of work which the pupil has done at school and at home, or pencil and paper tasks. Situations used in evaluating pupil success should be checked against the following criteria:
 - a. Does the situation really give opportunity for a pupil to show achievement of objective desired?
 - b. Is an adequate sample of situations representing the objective provided?
 - c. Will the situation provide equal opportunity for all pupils to show their achievement?
 - d. Can the test be practically administered?

2. Develop procedure for keeping a record of pupil responses or evidences of pupil growth in terms of the specific program which is being developed.

Here, again, this record may be an actual product prepared by the pupil, pictures of what the pupil has done as, for instance, the decoration or arrangement of a room before and after instruction, and pencil and paper responses to specific suggestions which are made. In home economics the most important phase of a testing program should be a cumulative record of the pupil's accomplishments in terms of concrete, observable, meaningful, definite, and significant situations.

3. As the program of measurement progresses it becomes necessary to evaluate pupil responses in terms of their relative worth or relative weight with reference to the objectives under consideration. Such questions as the following will need to be considered in this connection:
 - a. How can the pupil responses be given numerical evaluations?
 - b. How can the pupil responses be evaluated in such a way as to eliminate teacher biases?
 - c. How can the pupil responses be evaluated in fine enough units to give exact measurement?

A continuous refinement of these evaluations will eventually lead to a plan whereby the pupil and the teacher will be in agreement as to the evidences which should be developed with reference to growth. This is one of the most important phases of a testing program in home economics.

4. A continuous program of revision and evaluation will result in the devising of practical tests for each of those elements which are to be measured. Very frequently these will include several kinds of tests and must be developed over a long period of time. As each test is evaluated it should be in terms of the evidences of pupil growth.

There are many factors which do not lend themselves to short tests in the classroom. The teacher can evaluate such items only through an intimate knowledge of the actual work of pupils in the classroom and at home. Such items as the following will be significant in making these evaluations :

1. What mothers say about the work of their daughters.
2. What classmates say.
3. Unsolicited comments of 'people in community.
4. Changes may be due to influences of instruction in other subjects. Do not assume that all changes in girl are results of home economics teaching.
5. Changes may result because of interest in other sex.

OUTCOMES AS REPORTED BY HOME ECONOMICS TEACHERS

Buying and money problems

A realization of the existence of buying problems (food and other supplies) of which they had scarcely been aware previously.

A feeling has developed to some extent about the undesirable aspects of installment buying, advertising, and high powered salesmanship.

There is a decided increase in knowledge of how prices are affected by costs of distribution, cost of installment buying, and how to discern the weaknesses of advertisements.

Child development

One girl has broken the habit of thumb sucking in her small sister.

Girls feed and clothe children during absence of mothers.

Girls have taken responsibility of telling bedtime stories.

Children now put away their toys and hang up their own clothing.

Pupils write original stories and plays.

Clothing selection

Girls have improved in personal appearance and poise.

Mothers have encouraged girls to choose own clothing and materials.

Family relationships

Girls show more interest in their homes and families.

Girls are more content with their share of income for clothes.

Girls try sincerely to get along better with people.

Girls use their own homes for recreation and entertaining.

Income and spending

Pupils now plan and use a personal budget successfully.

Pupils judge more carefully between needs and desires.

Pupils are more considerate of the needs of other members of the family.

Girls have a keener appreciation of the problems of operating a house.

Girls who have allowances now live within that allowance.

Girls are more understanding and appreciative of the needs of others.

Personal living

Personal appearance of girls has improved and they are more particular about personal cleanliness and habits.

Pupils show more interest in social life of the school.

Pupils keep "personality development" records.

Pupils schedule their activities so as to include more leisure time for development of hobbies.

The Teacher

"A good teacher is worth her weight in gold.".....This connotes what every parent desires for his children and every school administrator wishes for his pupils. When a teacher sees in a pupil his best possibilities and encourages him along these lines rather than discouraging him because of weaknesses, that teacher has caught the real purpose of teaching. It is this type of person, well trained, and with personality,

which the superintendent of a correctional institution states is needed to curb and prevent delinquency.

For the teacher in the field of home economics there must be good training and a pleasing personality to inspire confidence in her and her work. She has within her field possibilities for greater satisfaction in teaching and returns than in any other fields. It is largely because her work touches the personal life of her pupils and extends into their homes that this is so. She will be considered a successful teacher to the extent that she helps solve problems, contributes to better thinking and participates in projects for community betterment.

The foregoing facts seem to point out that the teacher has two major functions, that of carrying on a class room activity, and that of filling a place in a community. The latter seems to be her chief obligation. If the teacher must assume a place by the side of the lawyer, the doctor, and the banker in the program of community thinking, community planning, and community building, then we should see improvements in positive health, housing, sanitation, management in homes, buying practices, relationships, and recreation facilities.

HER PROBLEMS

Every teacher, experienced and inexperienced, has difficulties. It will be of interest to teachers and administrators to learn what some of the difficulties of teachers have been, and are present to be met. This list has been compiled from records reported by teachers and supervisors in Pennsylvania over a period of several years.

1. Curriculum

- a. Suitable objectives
- b. Organization of units—non-laboratory courses
- c. Choice of subject matter
- d. References—how to select and use effectively
- e. Adaptation and expansion of new ideas
- f. Adaptation to single periods—45 minute periods difficult
- g. Providing for boys' work
- h. Methods—how to select and use effectively
- i. Standards for grading
- j. Content of courses for high school girls; for adults
- k. Home projects—organization, selection and records

2. Equipment

Selection and use

3. Management

- a. Discipline
- b. Meals for community groups
- c. School lunch efficiency
- d. Keeping home economics rooms in order that have to be used by other classes in the school
- e. Supplying material for class work for pupils unable to pay
- f. Records of work
- g. Wasting time in dictation of class work

- h. Operating department on very low funds—eight dollars per month, nine months, seventy-two dollars per year
 - i. The substitute teacher
 - j. Large classes in crowded space
3. Sources of information
 - Outlining talks
 4. Enrollments
 - Low and consistently so-factors in holding power
 5. Public relations
 - a. Planning demonstrations and exhibits
 - b. How to organize plans and use effectively
 6. Programs
 - a. For high school clubs
 - b. For community meetings
 7. Personal needs of teachers as seen by the supervisor
 - a. Standards in dress, cleanliness, and neatness
 - b. Knowledge of homes by visiting
 - c. Broader concepts of education and home economics in relation to the whole of life
 - d. Resourcefulness
 - e. Adaptability and deeper vision

A study over a period of four years, 1931-1935, was made in the state of Indiana to locate the chief difficulties that teachers have in using effective methods of teaching home economics. An analysis of the probable causes of teachers' failure to do so was as follows:

1. Lack of determination of specific, worthwhile goals for the day's lesson
2. Failure to employ the best teaching procedure or provide the most effective learning experiences
3. Lack of skill in the use of selected procedures
4. Lack of adequate preparation for lesson
5. Probable lack of facilities that are essential for carrying out the best methods
6. Limited experience and training in use of best methods
7. Does not know the subject matter
8. Lack of vocational experience

How these difficulties were met is recorded in the study available in the pamphlet, Misc. 1635, A study of Supervision as it Relates to Improvement of Home Economics Teachers in Service in the Vocational Departments of Indiana High Schools, 1931-1935, issued by the United States Department of the Interior, Office of Education, Vocational Education, Washington, D. C.

A teacher may be a good person but unless she continues to grow she cannot continue to be good. Some of the more common ways of keeping up to date and being progressive are through conferences with supervisors—local and state, visits to other school districts, news letters,

correspondence with teachers and supervisors, lectures in the community, attendance at college or advanced work during the summer months, enrolling in extension courses during the school year, becoming acquainted with people in the community representing different social levels, making real friends of pupils through extra curricular activities in their homes and through community centers, through travel, recreation, and by developing the habit of reading to keep in touch with developments in her own as well as allied fields.

A teacher who employs such a variety of means for improvement will be able

1. To see her immediate problems in relation to the larger needs and aims of education
2. To analyze her local situation in terms of the daily and more far-reaching needs as they affect pupils, their relation to home life and the community
3. To set up her work so that both the pupils and their homes may benefit by the instruction and personal contact of teacher and the parent
4. To understand the pupils, their parents and homes
5. To value the experiences of her pupils and to use them for their development
6. To recognize suggestions and acceptance of criticism for the betterment of herself and work
7. To appreciate the value of developing a hobby in some field not closely allied to her professional work
8. To adapt herself to needed changes
9. To guard against forming conclusions without adequate basis

HER RELATION TO SUPERVISION

The teacher should look upon the supervisor as a friend and upon supervision as a service which will help in interpreting her program more effectively to the community. If she has the right attitude toward supervision she will learn. Surely the supervisor learns from the teacher. Thus both become better individuals as they work together to improve the service.

Supervision should help the teacher personally and also assist the teacher to improve teaching conditions, to evaluate present procedures, to criticize proposed activities, to think of new or better ways of doing things, to suggest new fields of study, to find sources of material and other help of a personal nature, to inspire attendance at meetings, to be professionally minded, and to give her service in school and community when needed.

A good plan to assist the beginning and the more experienced teacher might be worked out as follows:

The beginner

1. Could be guided the first year by the teacher training institution from which she graduated, provided the distance between school and teacher training institution is not too great.

2. Could be helped by methods teachers in conferences at end of first year of teaching, addressed by an outstanding person in the field needing discussion.
3. Could have plans improved by promising teachers giving demonstration lesson or lessons. This would be an incentive to other teachers.
4. Could be stimulated to improve their work exchanging ideas and discussing the strong and weak points of their plans with other teachers.

The experienced

1. Could be guided by state and county supervisors.
2. Could be helped by the supervisors' cooperation with principals, thus helping the teacher.
3. Could be encouraged to use check lists on teaching techniques—score cards and rating scales.
4. Could be assisted in the compilation of evidences of pupil growth.
5. Could be helped by the use of news letters in lieu of personal visits.
6. Could be encouraged to secure occasionally from the pupils a statement as to teacher's weaknesses and strength.

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